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Volume 11 Number E



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Resources in Education

ED 117 292-118 719

Table of Contents

DOCUMENT SECTION

ument résumés	
DEX SECTION	
Subject index 20	
Author index 30	
nstitution index 32	
	Accession Number
URUS TERMS 35	NEW 1
C PRODUCTS 35	ОТН
DOCUMENTS 36	HOW TO ORDER
UBLICATIONS 363	HOW TO ORDER E

Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

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DOCUMENT SECTION

ERIC Accession Number – identifica- tion number sequentially assigned to documents as they are processed.	SAMPLE ENTRY	Legislative Authority Code for identi- fying the legislation which supported the research activity (when appli- cable).*
Author(s).	ED 654 321 56 CE 123 456 ———————————————————————————————————	Clearinghouse accession number.
Title.	Career Education for Women Central Univ., Chicago, III.	Sponsoring Agency - agency respon-
Organization where document originated.	Spons Agency – National Inst. of Education – (DHEW), Washington, D. C. Report No – CU-2081-S – Pub Date May 73	sible for initiating, funding, and managing the research project.
Date published.	Contract – NiE-C-73-0001 Note – 129p.: Presented at the National Conference on Career Education (3rd, Chicago, III	Report Number — assigned by originator.
Contract or Grant Number—only NIE or USOE contracts or grants are recorded.	May 15-17, 1973) Available from — Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25) EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage	Descriptive Note (pagination first).
Alternate source for obtaining documents. EDRS Price – price through ERIC Docu-	Descriptors - *Career Opportunities, Career - Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Appiration, Occupational Guidance,	 Descriptors – subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
ment Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.	Occupations. Vocational Counseling. *Working Women dentifiers - Consortium of States. *National Occupational Competency Testing Institute. Illinois Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands	Identifiers — additional identifying terms not found in the Thesaurus of ERIC Descriptors.
	through the remainder of the decade. The num- ber of workers needed for all major occupational categories is expected to increase by about one- fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the high- est predicted rate 139 percent), followed by service workers (35 percent), clerical workers (26 per- cent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administra- tors (15 percent), and operatives (11 percent). This publication contains a brief discussion and em-	——————————————————————————————————————
	ployment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling. (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)	Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10. Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law	80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
40	88–164	88	Supplementary Centers and Services, Public
48	Language Development, Public Law 85-864, Title VI	95	Law 88-10, Title III Other Office of Education Programs

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ΜI

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE-Career Education	5-50	PS - Early Childhood Education	133-143
CG-Counseling and Personnel Services	50-57	RC - Rural Education and Small Schools	143-156
CS - Reading and Communication Skills		SE-Science, Mathematics, and Environmental Educa-	
EA - Educational Management		tion	156-169
EC - Handicapped and Gifted Children		SO-Social Studies/Social Science Education	169-178
FL-Languages and Linguistics	96-104	SP-Teacher Education	178-185
HE-Higher Education		TM-Tests, Measurement, and Evaluation	185-196
IR -Information Resources		UD-Urban Education	196-207
JC-Junior Colleges	125-133		

CE

88 ED 117 292 CE 004 402 Career Development Resources: A Bibliography of Audio-Visual and Printed Materials K-12.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.

Pub Date 75 Note-139p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Career Awareness, *Career Education, Elementary Education, *Indexes (Locaters), Instructional Materials, Junior High Schools, Kindergarten, Post Secondary Education tion, *Resource Guides, Secondary Education,

Vocational Development

The annotated bibliography identifies, organizes, and describes audiovisual and printed career development resource materials for grades K-12. The guide is arranged alphabetically by abbreviations for manufacturers. For each manufacturer listed the following information is given: (1) an abbreviation for the manufacturer, (2) reference number for index purposes, (3) catalog number, (4) distributor, (5) title of the resource material, (6) cost, (7) copyright or production date, (8) description of the media, (9) description of the resource material, and (10) grade level. Cross reference indexes are included for manufacturers' abbreviations, titles, type of media, and grade level. The abbreviations index is an alphabetical listing of manufacturers accordto abbreviations used in this bibliography. The title index is an alphabetical listing of the titles, followed by the manufacturers' abbrevia-tions. The media index can be used to locate materials according to type of media (books, booklets, workbooks, papers, audiovisual aids, guidance materials, kits, games, spirit masters, and subscriptions). The grade level index can be used to locate materials according to a particular grade level (primary, intermediate, junior high, senior high, college, and adult). For each of these sections there is a listing of resource materials alphabetically arranged according to manufac-turers' abbreviation and including reference number and title. (Author/BP)

CE 004 405 Career Education Program: FY 1974: Final Evaluation Report: Volume 1.

Research for Better Schools, Inc., Philadelphia,

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education Program.

Pub Date 30 Sep 74 Note-143p.; For other reports, see CE 004 356

and CE 004 406-407

EDRS Price MF-\$0.83 HC-\$7.35 Plus Posta Descriptors—*Annual Reports, *Career Educa-tion, Career Exploration, Cooperative Pro-

grams, Educational Assessment, Educational Programs, Evaluation Criteria, Formative Evaluation, Program Content, *Program *Program Evaluation, School Industry Relation *Secondary Education, Secondary School Stu-dents, Student Characteristics, Summative Evaluation, Tables (Data), Testing, Tests, *Work Experience Programs

Identifiers-EBCE, *Experience Based Career Education, Pennsylvania (Philadelphia)

The final evaluation report provides an assess-ment and discussion of the FY 1974 activities of the Research for Better Schools' Career Education Program, one of four employer-based career education programs currently funded by the National Institute for Education. The introduction (section 1) provides an overview of the evaluation activities and the conduct of the project. Student population (section 2) describes the experimental and comparison groups utilized in the project. Formative evaluation (section 3) describes the program elements and how they functioned during FY 1974. Summative evaluation (section 4) focuses on the testing of hypotheses posed for the project. Summary and recommendations (sec-5) contains an overview of the major findings and the implications and recommendaof these findings for further program development and expansion. It was concluded that students, parents, employers, and public school representatives reacted positively to the program, both personally and as an educational contribution. (Author)

ED 117 294 95 CE 004 406 Career Education Program: FY 1974: Final Evaluation Report: Volume 2. Appendix.
Research for Better Schools, Inc., Philadelphia,

Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education Program. Pub Date 30 Sep 74

Note-144p.; For other reports, see CE 004 356 and CE 004 405-407

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors-Attitude Tests, *Career Education, Educational Research, *Evaluation Methods, Instruments.

Techniques, *Program Evaluation, *Question-Student Student Characteristics, Student Surveys, Tables (Data), Testing, naires, Work Experience Programs

Identifiers—EBCE, *Experience Based Career Education, Pennsylvania (Philadelphia)

The appendixes to the final evaluation report of Research for Better Schools' employer-based career education program contain: a listing of FY 1974 evaluation reports, an explanation of evaluation instruments and test procedures, the evaluation instruments (student demographic data questionnaire, student opinion survey, parent opinion survey, experience resource site demographic data questionnaire, cluster test of knowledge, assessment of student attitudes scale, career exploration student questionnaire, and employer questionnaire), and the procedural audit report. (JR)

95 ED 117 295 CE 004 407 mmative Evaluation Report 3: Interim Evaluation Report.

Research for Better Schools, Inc., Philadelphia,

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education

Pub Date 15 Mar 74

Note—161p.; For other reports, see CF. 004 356 and CE 004 405-406 EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors-*Career Education, Career Explora-

tion, Cooperative Programs, Educational Assessment, Educational Programs, Evaluation Criteria, *Evaluation Methods, Formative Evaluation, Program Content, *Program Criteria, Evaluation, Program Content, *Program Evaluation, Program Content, *Program Evaluation, School Industry Relationship, Secondary Education, Secondary School Students, Student Characteristics, Summative Evaluation, Test Results, Tests, *Work Experience Programs

Identifiers-EBCE, *Experience Based Career Education, Pennsylvania (Philadelphia)

The report provides an interim assessment and discussion of the activities of the Research for Better Schools' Employer-Based Career Education Program during FY 1974. The introduction (section 1) outlines the report's format and summarizes the evaluation staff's activities. The summative evaluation overview (section 2) and the formative evaluation overview (section 3) present the rationale for both types of evaluation and generally describe the processes used for each. Section 4 and 5, on student populations and instruments and procedures, describe the students in the activities of the career education program, the groups of students used for comparisons, and

the tests and means of administration used to make the comparison between the groups. Section 6 deals with pretest results for which the analysis is completed. Section 7 deals specifically analysis is completed. Section 7 deals specifically with the common instruments being cooperatively developed by the four employer-based career education programs and the National Institute of Education. Section 8 presents summative evaluation results which deal with testing hypotheses relating to the career education program in general. Section 9 presents formative evaluation results which are specific to the Research for Better Schools' implementation of a career education program. Section 10 summarizes the recation program. Section 10 summarizes the report and makes recommendations. (Author)

95 CE 004 408 Experienced-Based Career Education; Interim Evaluation Report, FY 1974. Far West Lab. for Educational Research and

Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education Program.
Pub Date 15 Mar 74
Contract—NIE-C-74-0009

Note-256p.; For related documents, see CE 004 409-411

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—*Career Education, Demonstration Programs, Educational Programs, Formative Evaluation, Pilot Projects, *Program Attitudes, Program Descriptions, Program Development, *Program Evaluation, Questionnaires, Recruitment, Secondary Education, Secondary School Students, Selection, Student Characteristics, Tables (Data), Testing, Tests, *Work Experience Programs
Identifiers—California (Oakland), EBCE, *Ex-

perience Based Career Education, Far West School

The interim report for FY 1974 is the first program evaluation, conducted midway through the first year of operation, of the secondary level Experience-Based Career Education Program at Far West School (FWS). A brief introduction surveys the FWS program and discusses the organization of the report. Section 2, descriptions of data col-lection instruments and procedures, discusses in-strument development and administration and data processing. Section 3, student recruitment and selection, summarizes and analyzes past and selection, summarizes and discusses recruitment plans. Section 4, student samples, discusses the composition of the FWS student group and the comparison and control groups and their respective demographic characteristics and standardized test results. Section 5, mid-year data, analyzes the results of the student opinion questionnaire, the parent opinion questionnaire, the resource opinion questionnaire, the student attitude scale, and interviews. Section 6, program development data, discusses instrumentation, student learning programs, resource development and use, student diagnosis, and student orientation. Section 7, student use and staff perception of the program discusses the differential use of resources and the usuases in differential use of resources and the staff program questionnaire. Section 8 sum-marizes the report's major findings, generally concluding that the program was positively received by students and parents. Survey instru-ments and results are appended. (JR)

ED 117 297 95 CE 004 409 Employer-Based Career Education; Evaluation Report, FY 1973.

ar West Lab. for Educational Research and Development, San Francisco, Calif. pons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education Program.

Pub Date 28 Sep 73 Contract—NIE-C-74-0009

МΙ

Note-148p.; For related documents, see CE 004 EDRS Price MF-\$0.83 HC-\$7.35 Plus Posts

Descriptors—Academic Achievement, *Career Education, Community Resources, Demonstration Programs, Educational Programs, Educa-tional Resources, Individualized Programs, Pilot Projects, *Program Administration, Program Budgeting, *Program Evaluation, *Program Planning, School Community Relationship, Planning, School Community Relationship, Secondary Education, Student Records, *Work Experience Programs

Identifiers—California (Oakland), EBCE, *Ex-perience Based Career Education, Far West School

The report for FY 1973 describes the planning and implementation of the secondary level Employer Based Career Education Program at Far West School (FWS). The report's introduction briefly describes the program's nature and objectives. Section 2, student recruitment and enrollment, describes the student population and the recruitment and selection procedures. Section 3, learning resources, discusses the procedures for recruiting, analyzing, and developing community recruting, analyzing, and developing community resources, resource persons, and large employer organizations. Section 4, student program planning and monitoring, discusses the procedures developed for planning, implement-ing, and monitoring individual student programs. Section 5, learning outcomes, describes student progress as assessed through interviews, questionprogress as assessed introgrammer views, question-naires, rating scales, standardized tests and inven-tories, and student records. Section 6, project management, discusses the project's decision-making process, external liaison, financial planning, and cost control. Section 7, summary and conclusions, outlines recommendations for FY 1974 based on the FY 1973 evaluation findings. Eight appendixes include excerpts from the 1972 Operational Plan, a sample resource person guide, and various forms and instruments sed in evaluating the students and the program. (Author/JR)

ED 117 298 95 CE 004 410 Spotts, Robert And Others

Experience-Based Career Education; Final Evalua-tion Report, Fy 1974. Volume 1. Far West Lab. for Educational Research and

Development, San Francisco, Calif

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education Program. Pub Date 74

Contract-NIE-C-74-0009

Note—221p.; For related documents, see CE 004 408.411

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors-Academic Achievement, escriptors—Academic Achievement, "Career Education, Demography, Demonstration Programs, Educational Programs, Pilot Projects, Program Attitudes, "Program Evaluation, Recruitment, Secondary Education, Selection, Student Characteristics, Student Opinion, Student Characteristics, Student Opinion, "Summative Evaluation, Tables (Data), Testing, "Work Experience Programs

Identifiers—California (Oakland), EBCE, *Experience Based Career Education, Far West School

The final evaluation report summarizes the FY 1974 operation of the Experience-Based Career Education Program at Far West School (FWS). The report's introduction provides a brief overview of the secondary level program and the evaluation design. Chapter 2 focuses on the procedures for the recruitment and selection of program students, discusses comparison and constudent groups, and compares the demographic characteristics of these groups. Chapter 3 deals with program outcome data, discussing students, parents, and resource perceptions, at-titudes and opinions about FWS and assessing student achievements. Chapter 4, outcome backup research, considers anthropological observations, an analysis of program components, test-taking attitudes, and staff-program issues. Chapter 5, model development and implementation, examines the formative evaluation of stu-dent-related procedures, and the assessment of the FWS instructional system. Chapter 6 provides a summary and conclusions, presenting generally favorable student and parent reactions to the program, and reporting success in achieving most FWS program goals in self-development, career development, and basic skill and interpersonal skill development. The program was also viewed as successful in keeping students in school and achieving community support. (JR)

ED 117 299 95 ED 117 299
Experience-Based Career Education; Final Evaluation Report, FY 1974. Volume 2 (Appendix).
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (D-HEW). Washington, D.C. Career Education

Program. Pub Date 74

Contract-NIE-C-74-0009 Note-193p.; For related documents, see CE 004

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Annual Reports, *Attitude Tests, *Career Education, Cost Effectiveness, Data Analysis, Data Collection, Program Attitudes, *Program Evaluation, *Questionnaires, Secondary Education, Student Attitudes, Student Characteristics, Tests, *Work Experience Pro-

Identifiers—California (Oakland), EBCE, *Ex-perience Based Career Education, Far West School

The appendixes to the final evaluation report or FY 1974 of the Experience-Based Career tor FY 1974 of the Experience-Based Career Education Program at Far West School (FWS) contain the following: an audit of the final evaluation report for FY 1974, a cost-comparison study of Experience-Based Career Education replication, information about data collection, and reserved reports information about data collection. and associated survey instruments. Survey instru-ments and collected data relate to: attitudes toward learning, attitudes toward tests, job-retoward tearning, attitudes toward tests, job-re-lated attitudes, job-related terms, parent inter-view, parent questionnaire, resource person telephone interviews, resource questionnaire, stu-dent background summary, student change scale, student interview, student plans and perceptions summary, student questionnaire, student evaluation of school procedures entitled "The Way It Is/The Way It Ought To Be," and published tests. as tanford University student report entitled "Anthropological Perspectives of FWS and Students" concludes the document. (JR)

ED 117 300 CE 004 412 Herron, Marshall And Others Employer-Based Career Education; FY 73 Evalua tion Report.

Community Experiences for Career Education, Inc., Tigard, Oreg.; Northwest Regional Educa-tional Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education Program.

Pub Date Sep 73 Contract—NIE-C-74-0010

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—Activity Learning, "Career Educa-tion, Employer Attitudes, "Evaluation Criteria, Participant Satisfaction, Program Attitudes, Program Effectiveness, "Program Evaluation,

School Industry Relationship, Secondary Education, Work Attitudes, Work Experience,

cation, work Attitudes, work Experience,
*Work Experience Programs
Identifiers—EBCE, *Experience Based Career
Education, Oregon (Tigard)
The Employer-Based Career Education Program in Tigard, Oregon was designed to have students activitients is a varieties of individuality. dents participate in a variety of individualized learning activities. Most of the 29 students completed eight employer site explorations, spent 108 days in learning experiences on three em-ployer sites, completed seven projects and five single objectives, were tutored in two skills, and participated in many hours of independent study, seminars, counseling, and enrichment activities. In tests of student growth, the students remained about the same in basic skills and self-concepts, but reached competence level in a number of survival skills, and improved their writing skills. Seniors reached a high level of career maturity. As judged by employers, students improved in their work performance, adherence to work work experience. All those involved were enthus siastic about the program. The evaluation lists the project's goals and an evaluation of the progress made toward each goal. Evaluation questions and statistical data are presented and discussed. The presentation of program results include data on: employer learning sites; student learning ex-periences; student growth; employer, parent, and student appraisal; and outside evaluation. student appraisal; and outside (Author/PR)

ED 117 301 95 CE 004 447 Final Evaluation Report of the NWREL Ex-

perience-Based Career Education Program.
Community Experiences for Career Education, Inc., Tigard, Oreg.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education

Program.

Pub Date Sep 74 Contract—NIE-C-74-0010 Note-231p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.
Descriptors—Activity Learning, *Career Education, Case Studies, Employer Attitudes, Evaluation Methods, Individualized Programs, Opinions, Participant Satisfaction, *Program Attitudes, *Program Evaluation, *Questionnaires, Secondary Education, Work Experience, *Work Experience Programs Identifiers—EBCE, *Experience Based Career Education, Oregon (Tigard)

The experience-based career education program was intended to have students participate in a variety of individualized activities designed to provide meaningful learning experiences in basic skills, life skills, and career development. Approx-imately 50 high school juniors and seniors participated in the project on a full-day basis, dividing their time equally between a learning center and various employer and community sites. Students showed a statistically significant gain in reading, mathematics, and study skills, but no significant gain in language mechanics. Against a psychosocial maturity scale, students showed a positive gain in the areas of self-reliance, work, communication, and trust. The test for measuring career maturity was found to be faulty. The report is an extensive summative evaluation of stuport is an extensive summauve evaluation; dent achievements in terms of the project's goals, and a formative evaluation of the program based and a formative evaluation of the program on a survey of participating instructional staff, students, parents, and employers. Half of the report is devoted to appendixes which discuss the evaluation instruments, and reproduce relevant correspondence, forms, questionnaires, statistical tabulations, and two student case studies. (PR)

ED 117 302 CE 004 521

Mortier, Thomas E., Comp.

An Annotated Bibliography of Career Discovery and Career Development Articles for the High School: 1971-1973.

Washington State Board for Vocational Education, Olympia. Pub Date 73

Note-71p.; Not available in hard copy due to poor reproducibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors-*Annotated Bibliographies, *Career escriptors— Annotated Bibliographies, "Career Awareness, "Career Education, Career Planning, Curriculum Guides, Disadvantaged Groups, Educational Programs, Educational Guidance, Program Descriptions, "Secondary Education, "Vocational Develop-

The annotated bibliography consists of 138 The annotated hollography consists of 138 career discovery and development publications (26 books, 31 journals, and 81 unpublished materials) under the headings of: general information and background; philosophy, rationale, and professional development; curriculum; career and professional development; curriculum; career guidance; minorities, women, and the disadvantaged; programs, projects, and models of career development; and research and evaluation. The usual bibliographic data is included together with annotations 50-100 words in length. Each item is rated: with three stars for top articles, two stars for good articles, or one star for average ar-ticles. (BP)

ED 117 303 CE 004 550 Collective Bargaining for Public Management (State and Local): Instructors Manual.

Civil Service Commission, Washington, D.C. Labor Relations Training Center.

Note-212p.; For the Case Materials and the Reference Materials, see CE 006 012-013 Available from-Superintendent of Documents,

U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 006-000-00844-5, \$8.75 per 3-part set-sold in sets only)
EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—City Officials, *Collective Bargaining, County Officials, *Course Content, Curriculum Guides, *Industrial Relations, Labor Unions, *Management Education, Public Offi-cials, Simulation, State Officials, *Teaching Guides, Unit Plan

The instructor's manual for a four to five day course designed to assist public sector managers in attaining a stable and productive labor relations environment is intended for use with two other books, the Reference Materials and the Case Materials. The course, created principally for use in a formal classroom setting, can be

adapted to suit the needs of the participants. The subject matter is structured in seven units, basically keyed to the stages of the collective bargaining process. The unit topics are: collective bargaining process overview; why and how workers join unions; petition, election, and recognition stages; the negotiations process; negotiations (a simulation); contract administration; and an in-basket exercise (used as a tool for summarizing the entire course). Suggested total teaching time, teaching methods, and training aids are specified for each unit. The units are presented in a twocolumn format. One column provides instructor guidance such as notes, references, objectives, and further suggestions for techniques and teaching aids. A 33-item list of selected sources the instructors concludes (Author/MS)

ED 117 304 95 CE 004 585 Research and Development Project in Career Edu-cation, [Farmington, Maine], Final Report. School Administrative District 9, Farmington,

Maine.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau No—U261040L

Pub Date 30 Jun 74 Grant-OEG-0-73-2969

Note—231p. EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage Descriptors-Career Awareness, *Career Educa-

tion, *Educational Programs, Educational Resources, Elementary Secondary Education, Graphs, Learning Activities, Occupational Clusters, *Program Content, *Program Descriptions, Program Evaluation, Self Evalua-

The report describes a career education project for grades K-12, developed for a rural school dis-trict in Maine, consisting of six elements: all subject matter tie-in, hands on experiences, resource persons, field trips, role playing, and career awareness. The chapter summarizing the project's results graphically demonstrates the various relationships between the career clusters and the numbers of field trips, resource persons, and stu-dents. The summary of the elementary school component of the project presents the result of a student evaluation, discusses the various aspects of the project at the elementary level, and lists career education projects completed at the elementary level. The summary of the junior high school component discusses objectives, mentary level. The summary of the junior high school component discusses objectives, procedures, and activities, and graphically presents the results of a student evaluation of the Inside/Out Programs, and of the eighth graders' responses to the Self-Image Inventory. The summary of the senior high school component discusses goals of the project at the senior high school level. The report's observations and recommendations cover such things as: the recommendations cover such things as: the overall project, administrators, teachers, workshops, the project director, the advisory committee, school-industry relationship, guidance, finances, and public relations. A 10page third party evaluation is also included. (JR)

ED 117 305 Concord [New Hampshire] Career Education Project: Final Evaluation Report.
Unco, Inc., Rye, N.H.

Spons Agency—New Hampshire Supervisory Union 8, Concord.

Pub Date Jun 74

Note-59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—"Career Education, "Educational Objectives, Elementary Secondary Education, Program Attitudes, "Program Evaluation, Questionnaires, School Districts, "Summative Evaluation

Identifiers-New Hampshire (Concord)

A summative evaluation of the first year of the Concord career education project is presented in the report. Major first-year goals of the project were the introduction of career education concepts and activities in the classroom, develop-ment of career education curriculum programs, and development of student testing and a process for exploration of and preparation for the world of work. A career education evaluation questionnaire distributed to approximately 400 staff mem-bers of the Concord school district had a 20% return. The questionnaire results are presented in full and indicate community approval of the program. Comments and recommendations on each of eight specific program goals and objectives are detailed in the report. Recommended priorities for fiscal year 1974-75 include critical review of the objectives to make maximum use of existing staff and resources, what resources should be available, and development of a testing center and a curriculum guide. (MF)

ED 117 306 CE 004 706

Ryan, Charles W.

Career Guidance: Status and Promise. Maine Univ., Orono. Coll. of Education.

Pub Date Jan 75

Note-77p.; Report of Career Guidance Conference (Orono, Maine, May 1974) EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

EDRS Price MF-50.83 HC-54.67 Plus Postage Descriptors—*Career Education, Career Explora-tion, Conference Reports, *Counselor Role, *Guidance Counseling, Guidance Objectives, *Guidance Programs, Integrated Curriculum, Occupational Guidance, Self Actualization, Student Needs, Testing, *Vocational Counsel-ing, Vocational Development, Womens Educa-tion

Identifiers-*Career Guidance

The conference papers focus on an effort to identify strategies for improving the professional delivery of guidance and counseling services to students. The first paper, Career Education: A Broadening Educational Perspective, presents a definition of career as a purposeful life pattern of work-related activities and assorted life styles. Career education should therefore be involved with a broadened educational perspective which includes student development and the communi-The second paper, Career Development as Self-Development: Beyond Career Education, discusses the guidance approach to career education which would unify academic, vocational, and guidance efforts around individuals and their needs. Several characteristics of the self-development approach to career education and a concep-tual career development curriculum model are presented and related to a discussion on how they relate to the self-development needs of women. The third paper, The Role of Assessment in Career Guidance: A Reappraisal, discusses common misconceptions about the use of tests in counseling and the importance of test information in career guidance and career exploration. The vital need for counselors to acquire skills for a comprehensive career guidance program for all educational levels is emphasized in the fourth paper, A Summary-Future Directions. (Author/EC)

ED 117 307 CE 005 041

Drummond, Robert J. Vitro, Frank T.
The Effects of Selected Instructional Strategies on Learning Efficiency in Vocational Technic Education Programs: Final Report: Phase 2, Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Pub Date 30 Jun 75 Note-65p.; For related documents, see ED 114 454 and CE 005 042

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors— *Comparative Analysis, Educational Research, *Educational Strategies, Elementary Education, *Industrial Arts, Learning Ex-perience, Performance Factors, *Psychomotor Skills, *Task Performance, Vocational Educa-

The study investigated the effects of practice on the mastery of two industrial arts skills (hammering and sawing). The major question asked was whether a film followed by practice leads to better mastery than a film presented without practice. The relationships among cognitive, af-fective, and psychomotor aspects of the task were explored. The subjects were 148 fourth to eighth grade boys and girls with no previous industrial arts experience. Students were randomly assigned to experimental and control groups and provided different types of instructional treatment. The students were given attitude and knowledge tests on the films they were shown and rated by ex-perts on their skill performance; they were administered a battery of achievement, intelligence, and attitude tests as well as the Rod-and-Frame test, to identify their cognitive styles. Results are described by instructional treatment, by sex, and by level of intelligence. Correlations among knowledge, attitude, and skill performance are presented, as well as the factor analysis of the major variables in the study, and regression anal-ysis. A summary of the results and their instruc-tional applications are presented, with implications and recommendations. The groups that had practice had higher mean scores than the groups that just saw the film. (Author/AJ)

CE 005 042 Vitro, Frank T. Drummond, Robert J.
Principles of Learning and Instruction: Classroom
Application for Teachers. Drummond, Robert J

Application for Teachers.

Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Report No—R&D-C-75-1

Report No-Red No. 175-1 Pub Date [75] Note—116p.; For related documents, see ED 114 454 and CE 005 041 EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Class Activities, Educational Methods, *Educational Principles, Educational Strategies, *Effective Teaching, Learning Activities, *Learning Theories, *Teacher Education, Teaching Methods, *Teaching Techniques The manual is intended for use as a practical guide to selecting teaching strategies. Based on compiled research findings, published methodological suggestions, and ideas related to the teaching-learning process, the manual con-solidates a review of the results of major research into simplified principles and instructional strategies to be utilized in various educational settings. Where appropriate, specific illustrations are offered as practical examples of how these princi-ples can be applied in classroom situations. The book is organized by types of learning, conditions which affect learning, and teaching functions and instructional strategies. Each of the book's five units opens with a statement of objectives, fol-lowed by several learning activities or exercises, apparently intended for teacher educators to employ with classes of education students. These suggested learning activities are followed by information presented in outline form and divided into chapters. (Author/AJ)

ED 117 309 CE 005 087 Korotkin, Arthur L.

Career Initiation in Association with Alienation from Secondary Schools. B. Measures for the Evaluation of a Model.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C. Pub Date Sep 75

Note-64p.; For the literature review which accompanies this discussion, see CE 005 059 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Basic Skills, Career Choice, Career
Education, *Disadvantaged Youth, *Dropout
Prevention, Dropout Programs, Educational
Objectives, Evaluation Criteria, Evaluation
Methods, Evaluation Needs, *Literature
Reviews, Models, Occupational Guidance, Program Effectiveness, *Program Evaluation, Self
Actualization, Self Esteem, *State of the Art
Reviews, Work Experience Programs
Identifiers—Career Intern Program, CIP, OIC,
Opportunities Industrialization Center
The project's goal was to enhance the outside

The project's goal was to enhance the outside evaluation of the Opportunities Industrialization Center's Career Intern Program (CIP) with supplementary, criterion-referenced assessment meaplementary, criterion-reterence assessment measures identified through a literature review and an analysis of CIP's goals. The review (presented separately) referred to over 100 programs of dropout prevention and vocational development for the disadvantaged; in reports having an evaluation component, assessment measures have been identified. Described in the document, these are not limited to criterion-referenced techniques. which were infrequently found. Measures tended to be obvious and already included in the CIP package. Unique measures are discussed in the document within the framework of a generalized evaluation model, constructed to place the data from literature in perspective and to determine the requirements for additional assessment measures. In general, the document concludes, the measures found in the literature were related to specific, short-term program expectations, based on immediate program outcomes, and not empirically tied to ultimate, long-range goals; the data

MΙ

presented incomplete and fragmented pictures of programs' progress and success. A new approach is suggested, which asks not whether the program objectives have been met, but whether they were the correct objectives: "What have we really done for this individual?" (Author/AJ)

CE 005 138 Crawford, Robert L. Jesser, David L.

The Status and Progress of Career Education.

Council of Chief State School Officers, Washing-

on, D.C.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date May 75
Contract—OEC-0-74-3537

Note—85p.; Tables will reproduce poorly EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Career Education, Curriculum Development, Educational Finance, Educa-Development, Evaluation Methods, Leadership, *National Surveys, *State Agencies, *State Departments of Education, State Legislation, *State of the Art Reviews, State Programs, State Standards, Trend Analysis

The second national project in career educa-tion to be sponsored by the Council of Chief State School Officers was intended to provide for continued collaboration with State directors/coordinators, to add significantly to the body of career education knowledge in the various States and State education agencies (SEA), and to strengthen State leadership. It attempted to ascertain the status of career education in the States, the use of newly developed curricular materials, trends of growth, and State evaluation methods. Information was obtained exclusively from SEA personnel responsible for career education, as the SEA is considered to be the critical agency within the educational system's organizational hierarchy. From the available data (presented and discussed in the report), it is concluded that the general status of career education is good. The data suggest that there have been gains for career educa-tion in the various States in these areas: (1) SEA career education positions, (2) numbers of pupils involved in career education, (3) inservice teacher programs, (4) State legislation, (5) appropriation of State funds, (6) use of Federal mo-nies, (7) State plans, (8) State advisory councils, (9) evaluation techniques and instruments, and (10) establishment of career education as an SEA priority. (Author/AJ)

ED 117 311 95 CE 005 139 Preparation and Counseling for the World of Work.

Fort Benton Public Schools, Mont.
Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73

Note—232p; For supplement, see CE 005 140 EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage Descriptors—Art Activities, Career Awareness, *Career Education, Career Exploration, Coun-Skills, Horticulture, Industrial Arts, *Learning Handlettering), Money Management, Photography (Handlettering), Money Management, Photography (French 1978), Money Management, Photography (French 1978), Money Management, Photography (French 1978), October (1978), April raphy, *Teaching Guides Identifiers—Elementary Secondary Education Act

Title III, ESEA Title III

The teaching outline presents career education activities for grades K-6 structured into 10 subject areas (minicourses) with the rationale listed for each. The subject areas are: arts and crafts. for each. The subject areas are: arts and cratts, culinary arts, hand sewing and clothing art, horticulture, lettering and layout, outdoor living education, personal banking, photography, practical home repairs, and woodworking. A philosophy of career education, definitions of terminology used in the outline, general rationale for the minicourses, and 12 basic goals for career education are included. The role of the counselor, considered the dominant factor in the program, is described. Each subject area section has a list of activity ti-tles with brief descriptions, grade level designa-tions, and student cost. For each activity a behavioral objective, an equipment list, a detailed outline of the procedure, and a list of instructional materials or sources of information are provided. The guide also contains evaluative in-struments for instructors, students, curriculum writers, and parents to use in assessing the proED 117 312 CE 005 168 The Florida Position and Career Education Florida State Dept. of Education, Tallahassee

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Career Education, Career Planning, *Directories, Program Descriptions, Research and Development Centers, Research Projects, *State Programs, *Vocational velopment

Identifiers-*Florida

The document was published to inform the public of Florida activities in career education. Eight components are briefly described, the funding or coordinating organization or institution is identified, and contact for obtaining additional information about each one is given. Described are: Project Pro-CESS, the Professional Career Edu-Project Pro-CESS, the Professional Career Edu-cator's Self-Instructional System; UPDATE, Florida's career education magazine; Project LOOM, Learner-Oriented Occupational Materi-als; Project FAIS, The Fusion of Applied and In-tellectual Skills; EGCE, The Elementary Guidance and Career Education Project; Florida VIEW, Vital Information for Education and Work; CEC, The Career Education Center; and the Guidelines for Placement Services and Follow-Up Studies. (MS)

ED 117 313 Guidelines for Placement Services and Follow-Up Studies Provided by School Districts.
Florida State Dept. of Education, Tallahassee.
Pub Date Dec 73

Note-10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Legislation, *Followup Studies, *Guidelines, *Job Placement, Post Secondary Education, Pupil Personnel Services, School Services, Secondary Education, *State Legislation, State Programs, *Student Place-ment, Vocational Education, Vocational Fol-

Identifiers-*Florida The document provides the guidelines issued by the Florida State Commissioner of Education for school districts to use in implementing mandatory job placement services and followup stu-dies. This comprehensive program includes all students, begins when students enter secondary or postsecondary educational programs, and continues until students are placed in gainful employment or formal programs to continue their educa-tion. The placement services guidelines contain objectives, definitions (placement services, school graduate, school leaver, secondary school, and areas of placement), statement of assignment of responsibility for services and the population to be served, procedure for implementing services, statement of duration of placement services, procedures for data collection and analyses, and report requirements. The followup studies guidelines include objectives and a definition of guidelines include objectives and a usummon of followup studies. Assignment of responsibility, the population to be followed up, schedule and infor-mation needed for conducting studies, and report

Project GROW (Gaining the Realities of Worka-through Career Education Activities). In-Service Participant Booklet. Florida State Univ., Tallahassee. Career Educa-

requirements are covered. (Author/MS)

tion Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education. Pub Date 75

Note-50p.

Available from—Florida Department of Educa-tion, Division of Vocational Education, Bureau of Research, Dissemination and Evaluation, Knott Building, Room 254, Tallahassee, Florida 32304 (\$4.00)

32304 (\$4.00)

Document Not Available from EDRS

Descriptors—*Activity Learning, *Career Education, Curriculum Development, Elementary

Secondary Education, *Inservice Teacher Education, Instructional Aids, *Instructional Materials, Integrated Curriculum, Interdisciplinary Approach Learning Activities *Learning* nary Approach, Learning Activities, *Lesson Plans, Models, Resource Materials, Teaching

The booklet is for participants in a Project GROW (Gaining the Realities of Work) career education inservice training session and is part of a package which includes slide/tape presenta-tions, handouts, a game, and graded classroom activity packs. Three sequential modules com-prise the training session; the third module is to prise the training session; the third module is to be postponed until after participants have used the activity packs in their classrooms. The booklet, organized according to the modules, pro-vides a resource of examples for activity-based career education and offers the basic information needed to implement activities developed by the GROW staff or to develop new activities using the GROW format. Elements of the format are: (1) tile, activity elements, relevant career clusters, suggested subject areas, concepts or skills; and (2) purpose statement, performance objectives, materials, procedure, and other suggestions. The training sessions, which represent seven to eight hours of training qualifying for basic or up-dating categories of inservice training, are designed for teachers who have had a general orientation to career education and who have actually carried out career education instruction in their classrooms. (Author/AJ)

Vocational Evaluation and Curriculum Modification.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Aug 72

Note—187p.; Papers presented at the Vocational Evaluation and Curriculum Modification Spe-cial Study Institute (Des Moines, Iowa, Februa-

cial Study Institute (Des Moines, Iowa, February 1-3, 1972)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
Descriptors—Conference
Mentally Handicapped, *Employment Potential, Individual Needs, Interest Tests, Job Analysis, *Job Placement, Job Training, *Mentally Handicapped, Q Sort, Special Education, Test Construction, Trainable Mentally Handicapped, Vocational Education, Vocational Interests, *Vocational Rehabilitation*

Identifiers—Reading Free Vocational Interest Inventory, Vocational Evaluation, *Work Sam-

The 13 papers compiled in the document serve to meet the needs of personnel serving the mentally retarded and can also be adapted for use by educators not directly serving the handicapped. They discuss relevant information and procedures that can be used to help the mentally retarded become well oriented to the working world and to themselves. The document includes the full to themselves. The document includes the full text of the following papers: Adult Needs of the Educable Mentally Retarded; Evaluating the Vocational Potential of the Educable Mentally Retarded; Joh Analysis-the Key to Effective Joband-People Matching: Matching Students with Jobs; Vocational Evaluation through the Use of Work Samples; Reason for Work Sampling at Kennedy High School; Evaluation of Work Sampling; Job Samples; The Reading-Free Vocational Interest Inventory: Measurement of Job Preference in the Educable Mentally Retarded: Preference in the Educable Mentally Retarded; The Evaluation and Modification of Work Behavior of Educable Mentally Retarded Clients; The Employee Q-Sort; Student Q-Sort; and Comhining Information and Procedures Related to Rendering Students Employable. References are listed for some of the articles. The agenda for the special study institute, list of participants, and future related activities are appended. (Author/EC)

CE 005 459

Russell, Graham J. McMinn, Alex Training of Medical Laboratory Technicians: A Handbook for Tutors.

World Health Organization, Geneva (Switzer-

Pub Date 75

Note-87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Aids, Curriculum. Descriptors-Audiovisual Evaluation Methods, Health Occupations Edu-Evaluation Metrious, Fleatin Occupations Education, Instructional Media, Job Fraining, Medical Laboratory Assistants, *Medical Technologists, *Teacher Education, *Teaching Methods, Teaching Techniques, *Training Techniques

Designed to serve as a guide to medical labora-tory personnel seeking to improve their skills in teaching and instruction in the absence of a suitable course, the manual presents an extensive discussion on instructional techniques. Chapters include: Theory and Practice of Instruction, ex-amining general considerations, individual and group instruction of technicians, and lesson plans; Objectives and Curriculum, discussing training aims and course content; Analysis and Presenta tion of Material, examining syllabuses and schemes of work, teacher preparation and presentation of instructions, demonstrations, and notes; Choice of Media, discussing a variety of aids; Examinations and Assessment, presenting external, internal, written, practical, and oral examinations and their design; The Student Medical Laboratory Technician, discussing the student's knowledge, skills, attitudes, selection, and induction; The Medical Laboratory Tutor, examining the tutor's character, role, duties, and training needs. All chapters contain reference lists. Appendixes supply specific and detailed information regarding: (1) the functions and responsibilities of various categories of technical laboratory personnel; (2) planning the training of medical laboratory technicians; (3) detailed planning of a rationing program for medical laboratory techni-cians; (4) a proposed program for training; (5) an example of a programed learning scheme; and (6) safety in the medical laboratory. (LH)

ED 117 317

CF 005 509

Matheny, W. G.
Training Research Program and Plans: Advanced

Training Research Program and Plans: Advanced Simulation in Undergraduate Pilot Training. Life Sciences, Inc., Hurst, Tex.

Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div. Report No—AFHRL-TR-75-26(11)

Pub Date Jun 75
Note—103p.; This is the second of two volumes, for the first see CE 005 975; Figure 3, page 83,

for the first see CE 005 975; Figure 3, page 83, will not reproduce in microfiche EDRS Price MF-\$0.83 HC-\$0.01 Plus Postage Descriptors—Educational Programs, "Flight Training, Operations Research, Planning, Post Secondary Education, Program Effectiveness, "Research Methodology," Research Projects, Simulation, Simulators, Teaching Methods, "Training Techniques, Teaching Methods,"

*Training Techniques

The study reports the work done by a panel of experts in training research toward defining priority research investigations to be undertaken through the Human Resources Laboratory, Flying Training Division (HRL/FT). A list of recommended investigations judged to be important for increasing the effectiveness of beginning pilot training was formulated based on their gestions and in conjunction with the capabilities of the HRL/FT facility. Methodological considerations in the planning of long range training research are the difficulties inherent in carrying out classical transfer of training experiments and the configuration of the training simulator. The major elements of an overall plan for a research program in undergraduate pilot training are discussed. These include the six technological base phases and the research phase. The discusbase phases and the research phase. The discussion on suggested research is divided into two areas: training methodology and simulator requirements. A list of 23 references is included. Materials used in the different processes of the study are included in a 35-page appendix. (Author/EC)

ED 117 318 95 CE 005 596 Rawson, Wilbur S.

Research and Development Project in Career Education [in Kansas].

Kansas State Dept. of Education, Topeka. Div. of

Vocational Education. Spons Agency-Office of Education (DHEW),

Washington, D.C.
Bureau No—V261010L
Pub Date 1 Aug 73
Grant—OEG-72-1102

Note-30p.; The third party evaluation was not included in the document as received by the Clearinghouse

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Career Education, *Demonstration Projects, Educational Objectives, Elementary Education, *Inservice Teacher Education, Models, *Program Descriptions, Rural Educa-tion, Rural Schools, School Districts

tion, Rural Schools, School Districts
The K-8 career education project (Jan. 1, 1972-Aug. 1, 1973) was intended to establish a demonstration testing and development model of career education in a consortium of 18 rural school districts participating in the Unified Schools Association for Vocational Education (USA-VE) organization, encompassing nine counties in northwest Kansas. The project focused on two major phases of inservice teacher education: (1) the formalized inservice training of administrators, counselors, and teachers; and (2) the informalized continuing inservice education of teachers using visiting career awareness assistants and mobile media centers. The report briefly covers: the need for the project, the project's goals and objectives expressed as teacher outcomes, the procedures followed in setting up administrator workshops and inservice teacher education and workshops, selection and utilization of media and instructional materials, developing a handbook for teachers, advisory council operation, information dissemination, and the project's results and conclusions. Concluding the document are four appendixes: USA-VE Unified School Districts' population charac-teristics, a Career Significance Study questionnaire for teachers, a parental survey form, and an employer survey form. (BP)

ED 117 319 CE 005 673

Christoffel, Pamela H.
Vocational Education: Alternatives for New Federal Legislation. College Entrance Examination Board, Washington, D.C.

Pub Date Sep 75

Note-63p.

Available from—College Board Publication Or-ders, Box 2815, Princeton, New Jersey 08540

(\$1.75)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Pustage
Descriptors—Career Education, Educational Administration, *Educational Legislation, Legislation, *Educational Legislation, * scriptus—Career Educational Legislation, "Educational Legislation, "Federal Legislation, Federal Programs, "Government Role, Program Evaluation, Relevance (Education), State Programs, Tables (Data), "Vocational Education

Identifiers-Vocational Education Act 1963 An analysis of vocational education legislation and major issues is presented in the document, which opens with a survey of recent trends and an explanation of the 10 parts of the existing Vo-cational Education Act. A brief review of evalua-tions of Office of Education (OE) program administration points out controversial findings. Current issues include the percentage allotment of funds, program consolidation, OE program administration, career education the role of guidance and counseling, the composition of State boards, funding authorization level, and facility construction. Congressional hearings are examined in terms of: organization; interested examined in terms of: organization; interessed parties, including those sponsoring or testifying about legislation; various bills, with detailed descriptions and comments on six bills; and recommendations, with brief descriptions of the public position taken by six groups who have made recommendations for legislation. Next steps the behavior of the Vo. for legislation are outlined. Discussion of the Vocational Education Act as amended through 1974 and its program statistics, involving authorization and appropriations, expenditures, enrollment, and proposals are appended. (LH)

ED 117 320 Social Actions Career Ladder AFSC's 73430A, 73430B, 73430C, 73470A, 73470B, 73470C,

Jasous, Jasous, Jasous, Jasous, Jasous, Jasous, Jamos, and 73490. Occupational Survey Report.

Air Force Occupational Measurement Center, Lackland AFB, Tex.

Report No.—AD-A009-179; AFPT-90-734-190

Pub Date 30 Apr 75 Note-54p.

Available from-National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A009-179; MF \$2.25; HC \$4.25)

AD.-A009-179; MF S2.25; HC S4.25)
Document Not Available from EDRS
Descriptors— *Career Ladders, Drug Abuse,
Equal Opportunities (Jobs), Job Satisfaction,
*Military Personnel, *Occupational Surveys,
Racial Discrimination, *Task Analysis, *Task Performance

The report describes an occupational survey of the Social Actions career ladder, AFS 734X-O/A/B/C, conducted by the Occupational Survey Branch, USAF Occupational Measurement Center, from September 1974 through March The report describes the development of the survey instrument, its administration to job incumbents, and resulting summaries of tasks performed by airmen grouped by skill level, shred, experience level, and similarity of tasks per-formed. The social actions career ladder was found to be divided into three major clusters based on task performance. Each cluster is

clearly identified with one of the three designated shreds in AFM 39-1 Specialty Description, and each is clearly distinct from the other clusters. The clusters were: equal opportunities, drug/al-cohol, and race relations. Results are compared to current training and career field structure documents and recommendations for further study are presented. Much of the volume of this report is concerned with the comparison of task performance and course documentation. (NTIS)

Hawes, H. W. R.

Lifelong Education, Schools and Curricula in Developing Countries. Report of an Interna-tional Seminar. German Foundation for International Develop-

ment, Bonn (West Germany).; United Nations Educational, Scientific, and Cultural Organiza-tion, Hamburg (West Germany). Inst. for Edu-

Pub Date Dec 74

Note—150p.
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Change Strategies, *Conference Re-

ports, *Continuous Learning, Development, *Developing Nations, *Educa-tional Development, Educational Planning, Educational Problems, Educational Strategies, Foreign Countries, Relevance (Education)
A group of 40 education professionals, mainly

from Asia and Africa, attended a seminar in Hamburg in December 1974 to consider curriculum development emphasizing lifelong education and adapted to local needs. The majority of participants were professionals involved in national curriculum development programs and with UNESCO curriculum projects. The document presents background material regarding the seminar and a discussion of the three major topics on which the seminar was based, examining problems the participants faced from country to country. Lifelong Education--Meaning and Implications, examines the ideas of lifelong education and its implications for educational practices in Asian and African societies. Basic Education and Its Curriculum discusses the features, functions, and content included in a basic stage of educa-tion in terms of the lifelong learning process. Directions of Change presents four categories of strategies to be adopted in the perspective of the countries and institutions represented at the seminar: (1) diffusion, (2) research, (3) development projects, and (4) limited changes. Twenty concept characteristics for lifelong education, identified by R. H. Dave; an extract from another UNESCO document entitled The Basic Cycle of Study; brief descriptions of international developments in lifelong education; and a seminar par-ticipant list are appended. (LH)

ED 117 322 CE 005 678 Activity Guide for Career Education. Primary.

Festus School District R-6, Mo.

М

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

Note—84p.; Not available in hard copy due to marginal reproducibility; For related docu-ments, see CE 005 679-681

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Awareness, *Career Educa-tion, *Curriculum Guides, *Educational Objectives, Elementary Education, Integrated Curriculum, *Learning Activities, Occupational Clusters, Primary Education

The suggestions for learning activities in career education at the primary level (K-3) are presented with the aim of establishing career awareness related to six occupational clusters: public service, health occupations, agribusiness occupations, consumer homemaking and related occupations, personal services, and transportation. The activities are presented under the headings of four domains of career consciousness: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Activities, resources, and evaluation are presented separately for grades K-3, according to the domains and objectives, and showing relationships with academic subject areas in Grades 1-3. Suggested points for developing the students' interviewing skills are appended. (EC) ED 117 323 CE 005 679 Activity Guide for Career Education. Inter-

Festus School District R-6, Mo.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

Note—90p.; Not available in hard copy due to marginal reproducibility; For related docu-ments, see CE 005 678-681

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Awareness, *Career Education, *Curriculum Guides, *Educational Objectives, Elementary Education, Integrated Curriculum, Intermediate Grades, *Learning Activities, Occupational Clusters

The suggestions for learning activities in career education at the intermediate level (Grades 4-5) are presented with the aim of establishing career awareness related to four occupational clusters: marketing and distribution, construction, commu-nication and media, and hospitality-recreation. The activities are presented under the headings of four domains of career consciousness: selfknowledge and interpersonal skills, knowledge of and leisure worlds, career planning knowledge and skills, and basic studies and occu-pational preparation. Activities, resources, and evaluations are presented according to the domain and objectives, showing relationships with academic subject areas for the fourth and fifth grades. A sample job interview, sample job appli-cation, a group of poems, suggested reading materials, and word find puzzles are appended as well as a list of related occupations, from the Dictionary of Occupational Titles, within the occupational clusters. (EC)

ED 117 324 CE 005 680 Activity Guide for Career Education. Middle.

Festus School District R-6, Mo.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

Note-106p.; p.7 was deleted because of reproducibility; For related documents, see CE 005 678-681

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Career Awareness, *Career Educa-tion, *Curriculum Guides, *Educational Objectives, Elementary Education, Grade 6, Grade 7, Integrated Curriculum, *Learning Activities, Occupational Clusters

The suggestions for learning activities in career education at the middle level (Grades 6-7) are presented with the aim of establishing career awareness related to five occupational clusters: environmental control, manufacturing, business office, fine arts and humanities, and marine science. The activities are presented under the headings of four domains of career consciousne self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Activities, resources, and evaluations are presented according to the domain and objectives, showing rela-tionships with academic subject areas for the sixth and seventh grades. A list of occupations within the occupational clusters, a sample interview for Grade 7, local middle school library resources, and resource addresses are appended.

ED 117 325 CE 005 681 Activity Guide for Career Education. Senior High. Festus School District R-6, Mo.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Div. of Vocational Education.

Note-111p.: For related documents, see CE 005 678-680

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Career Education, *Career Exploration, *Curriculum Guides, *Educational Objectives, Integrated Curriculum, *Learning Activities, Occupational Clusters, Secondary Education

The suggestions for learning activities in career education are presented with the aim of establishing career exploration opportunities with special emphasis on individual review and exploration. Objectives and activities, resources, and evalua-tions focus on four domains of career con-sciousness (self and interpersonal skills, knowledge of work and leisure world, career planning and knowledge skills, and basic studies and occupational preparation) relating to the following academic areas: communication arts (fourteen subject areas), fine arts (nine subject areas), mathematics (five subject areas), physical education (two subject areas), practical arts (four subject areas and their related studies), science (eight subject areas), and social studies (fourteen subject areas). Appended materials include career education resources, autobiographical questionnaires, value clarification exercise, value clarification method, an active exercise on valuing, the value game, puzzle exercise, nonverbal techniques in self expression, and a fantasy trip. (EC)

ED 117 326 CE 005 742 Enhancement of Human Effectiveness in System Design, Training, and Operation: Annual Progress Report I July 1973-30 June 1974.
Illinois Univ., Urbana. Savoy Aviation Research

Lato. Spons Agency—Air Force Office of Scientific Research, Washington, D.C.; Air Force Systems Command, Washington, D.C. Report No—AD-A009-149; ARL-74-19-AFOSR-

Pub Date Jun 74

Note-20p.

Note—20p.
Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A004-149; MF \$2.25, HC \$3.25) Document Not Available from EDRS Descriptors—Aircraft Pilots, Display Systems,

*Efficiency, *Flight Training, *Human Engineering, Man Machine Systems, Operations Research, Performance, Research and Develop-*Flight Training, ment Centers, *Research Projects, Simulators, Systems Development

The report is concerned with research per-formance and results at the Savoy Aviation Research Lab. Research accomplishments are described according to eight tasks which are of two general types, those dealing with human resources research and those dealing with manned systems research. Specifically, four tasks deal primarily with pilot selection and training, performance assessment, and the prediction of fu-ture operational effectiveness; three tasks deal with human perceptual and decision processes and with principles of aviation display, control, and computer-assisted manned system design; and one task bridges both major research categories. Several of the tasks are aimed at advancing human factors research methodology and theory. The report lists: scientific reports published (12), articles published in scientific journals (13), theses and dissertations (3), and reports to scientific societies (13). A brief aviation research laboratory program review concludes the report.

ED 117 327 CE 005 743 Baldi de Mandilovitch, Martha S. Quinn, Robert

Education and Job Satisfaction: A Questionable

Payoff.

Pub Date Aug 75

Note—19p.; Not available in hard copy, due to marginal reproducibility; Paper presented at the Annual Meeting of the American Sociologistics (See Europieco California, Aucal Association (San Francisco, California, Au-

gust 1975)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—*Educational Background, Employment Level, *Job Satisfaction, *National Surveys, Need Gratification, Occupational Aspiration, Statistical Analysis, Work Attitudes, Work Environment

The relationship between education and job satisfaction has not been sufficiently well docu-mented to qualify as unquestionable. Published research on the subject either fails to adequately research on the sunject clinic tails to accurately assess the influence of education on job satisfaction or is too occupationally and/or geographically limited to form the basis for generalization. To examine on a larger scale the association between education and job satisfaction, four national household surveys of the American work force conducted by the University of Michigan's Survey Research Corter in 1969, 1971, and basic Survey Research Center in 1969, 1971, and twice in 1973 were analyzed. One hypothesis was that in small occupationally homogeneous samples those with higher educational levels would be less satisfied than others. Regarding education and

overall job satisfaction, no support was provided for assuming that job satisfaction increases with each advance in educational level attained. On the other hand, overall quality of employment was associated with educational level, but large was associated with educational level, but large increments in quality of employment occurred only at those points where educational credentials are conferred. Future work on the relationship should involve several types of secondary analyses: treating education operationally in terms of quality and type rather than simply level; identifying the contribution of education to the relative importance that workers assign to different aspects of their jobs; and accounting for modifications in individual aspirations throughout life. (JR)

ED 117 328 CE 005 745 CE 005 745
Career Development: A Community Approach in
the Prince George's County Public School.
Prince George's County Board of Education,
Upper Mariboro, Md.
Pub Date 30 Sep 73

Note-28p.; The photographs will not reproduce

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Career Education, *Community Resources, Community Role, *Curriculum Development, Educational Programs, Elementary Secondary Education, *Guidelines, Program Development, Program Planning, *School Community Relationship, School Industry Rela-tionship, Staff Role, Vocational Development Identifiers—Maryland (Prince Georges County)

Prepared to assist school staff in the develop ment of community resources in the career edument of community resources in the career eu-cation process, the document provides sug-gestions and guidelines for the recruitment of community resource personnel to help orient stu-dents to the world of work. The program imple-mented by Prince George's County Public Schools, Maryland, serves as the basis for this report. Career development in terms of community resources, objectives, and goals are discussed. Community resource persons should be used when they motivate, enhance, or add to any classroom unit of study. A list of approaches is given, including contacting civic organizations, surveying the school community, and contacting county agencies. Preparations for developing a working relationship between the community and school includes: inservice training for school perschool includes: inservice training for school per-sonnel, regarding career education; well planned and scheduled visits by resource persons; well prepared field trips; and thorough teacher fol-lowups. Suggestions to aid in the planning of a career day or night program, involving numerous consultants and resources, are given. Forms and letters used to implement the community resource program are appended. (LH)

ED 117 329 CF 005 746

Brecher, Charles

Career Progression Systems in the Internal Labor Market for a Multi-plant Manufacturing Cor-Information Science, Inc., Manhasset, N.Y. Hu-

manic Designs Div.
pons Agency—Manpower Administration
(DOL), Washington, D.C. Office of Research and Development.
Report No—DLM A-82-34-70-04-4; PB-240-772
Pub Date Nov 74

Available from-National Technical Information

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-240-772; MF \$2.25, HC \$ 3.75)

Document Not Available from EDRS

Descriptors—*Career Ladders, Collective Bar-gaining, Employment Level, Employment Problems, Industrial Relations, Industrial Training, Job Analysis, Job Satisfaction, Labor Unions, Manpower Development, Manpower Utilization, *Manufacturing Industry, *Occupa tional Mobility, *Promotion (Occupational), *Unskilled Workers

Identifiers-Career Progression Systems, CPS The report presents the design and installation of a Career Progression Systems for a Multi-Plant Manufacturing Corporation. The project explored the obstacles to increased occupational mobility for workers at a Multi-Plant manufacturing firm. Analysis of job histories of workers at two plants found advancement opportunities to be limited and inequitable because narrow departmental units were used as the basis for defining eligibility for promotions. Through the use of job task requirements analysis, a Career Progression System (CPS) was designed to redefine the eligi-bility pools for promotional decisions in accord with common skill requirements. Efforts to implement the CPS were only partially successful due to collective bargaining agreement constraints coupled with the economic turndown. (NTIS)

Rounds, James B., Jr. Dawis, Rene V. Rounds, James B., Jr. Dawis, Rene V.
A Comparison of Need-Reinforcer Correspondence
Indices as Predictors of Job Satisfaction. Work
Adjustment Project Report No. 48.
Minnesota Univ., Minneapolis.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational Rehabilita-

Pub Date Aug 75

Note—28p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Job Placement, *Job Satisfaction,
*Need Gratification, Occupational Guidance,
*Prediction, Predictive Measurement, Predictive Validity, Predictor Variables, *Social Science Research, *Statistical Studies, Science Research, *Statistical Studies, Statistics, Tables (Data)
Identifiers—*Work Adjustment Project
The report is concerned with the feasibility of

matching people and jobs as proposed by the Theory of Work Adjustment; according to the third proposition of this theory, satisfaction is a function of the correspondence between the reinforcer system of the work environment and the individual's needs, with certain qualification. In the study, the construct of correspondence is ex-plicated in terms of statistical measures and applied to the prediction of job satisfaction. Mea-sures of needs and general job satisfaction were administered to 635 employees in six different administred to 632 employees in six different occupations for which occupational reinforcer patterns had been previously obtained. Nineteen indexes of need-reinforcer correspondence were compared in terms of the efficiency with which they could predict general job satisfaction across the six occupational groups. Using the criterion of consistency of outcomes across occupational groups, the results show product moment correla tion and d squared prime to be the best statistical indexes to measure correspondence. Implications for the operational and theoretical development of the concept of correspondence are discussed. (Author/AJ)

ED 117 331 CE 005 898

Bernardeau, Christine And Others
U.S. Armed Forces Minority Officer Procurement.
Technical Report No. 75-23.

Human Resources Research Organization, Alexandria, Va.

anutria, va.
Spons Agency—Department of Defense,
Washington, D.C. Manpower Requirements
and Analysis.
Report No—HumRRO-TR-75-23

Pub Date Oct 75

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors-*Armed Forces, Demography, Em-

ployment Patterns, Manpower Utilization, Mili-tary Personnel, *Minority Groups, Models, *Officer Personnel, *Recruitment, Simulation,

Socioeconomic Influences, Tables (Data)
Findings regarding minority officer procurement in the Armed Forces are analyzed in terms of concepts and standards regarding minority officer representation and of methods for achieving minority representation goals. Chapter 1, Con-cepts and Standards of Representation, discusses sociopolitical and socioeconomic criteria subdivided through the use of basic demographic vari-ables. Chapter 2, Minorit, Officer Representa-tion: Status and Objectives, presents a statistical analysis of the current composition of the officer corps in terms of end strengths, loss patterns, and accession patterns with a summary of objectives set by each Service. Chapter 3, Simulation Models, describes Army sources of procurement, compares them with other Services, and discusses simulated methods for achieving Army minority officer goals. The analysis is supplemented by 4 charts, 7 graphs, and 46 tables. Major findings indicate: a lack of coordinated Department of Defense policy regarding minority officer accession; no significant educational gap between minority and white officers; minority officers are in predominantly lower ranks, with lower loss rates; minority officer accession percentages are increasing for the Navy, Air Force, and the Marine Corps, with Army accession variable; and the Army simulation model of officer sources of procurement indicates that the Army can reach any procurement level it defines. (LH)

CF 005 900 Boskin, Michael J. Nold, Frederick C.

Boskin, Michael J. Nold, Frederick C. Welfare Dependency and Low Income Labor Mar-kets [and] A Markov Model of Turnover in Aid-to-Families with Dependent Children. Stanford Univ., Calif. Dept. of Economics.; Stan-ford Univ., Calif. Inst. for Mathematical Studies in Social Science.

oons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development; National Science Founda-tion, Washington, D.C.

Pub Date Jul 75

Note-60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Groups, Minimum Wage, Models, *Statistical Analysis, Tables (Data), Unemployment, *Wel-

fare, *Welfare Recipients
Two models of the duration of stay on welfare are developed and estimated using panel data from the California Aid to Families with Dependent Children AFDC panel survey. The first model characterizes the distribution of length of stay on welfare as drawn from the lognormal distribution with a truncation at the duration of the experiment (sixty months). The second model analyzes the movements on and off welfare, and duration of stay on welfare as a Markov process.

Methodological findings indicate that statistical procedures fail to account for the special characteristics of the limited duration of observation and can be quite misleading. Substantive findings indicate that the welfare population as a whole involves an enormous turnover and modest length of stay. Those earning below the minimum wage are less likely to leave welfare and are more likely to return, stay off welfare for shorter periods and stay on for longer periods, and are more like-ly to be on welfare in a steady state than those by to be on weater in a seady state than those earning above the minimum wage. Persons with high expected unemployment or low non-wage incomes respond similarly to those with below minimum wage earnings. Seven tables supplement the discussions. (Author/LH)

CF 005 901

ED 117 333

Weiner, Hyman J. And Others
Mental Health Care in the World of Work; New
Horizons for Mental Health Professionals, Rehabilitation Counselors, Trade Unionists, Management Representatives, and All Those Concerned
with Services to Working Men and Women.
Sidney Hillman Health Center, New York, N.Y.
Spons Agency—National Inst. of Mental Health
(DHEW), Bethesda, Md.; Rehabilitation Services Administration (DHEW), Washington,
D.C.

Report No-PB-243-208; SRS-RD-01453-002

Note—182p. Available from—National Technical Information

Available from—National Technical Information Service, Springfield, Virginia 221elf (Order No. PB-243-208; MF \$2.25, HC \$7.00) Document Not Available from EDRS Descriptors—*Blue Collar Occupations, Clinical Diagnosis, Community Resources, *Delivery Systems, *Demonstration Projects, Employ-Systems, *Demonstration rrojects, employ-ment Qualifications, Interagency Cooperation, Interagency Coordination, Labor Unions, Men-tal Health, Mental Health Clinics, *Mental Health Programs, Mental Illness, Persistence, Personnel Management, Program Descriptions, Psychotherapy, Semiskilled Workers, *Social Psychotherapy, Semiskilled Workers. Science Research, Work Environment

The book presents important and innovative aspects of using the work setting as a vehicle for finding workers in psychological/social trouble (an estimated quarter of any work force at any time) and helping them stay on the job. It describes a four-year demonstration project in which a pioneering team of researchers combined the resources of trade union, management, and ancillary organizations (an outpatient medical clinic, an insurance company, and community mental health programs) to enable a large portion of 293 garmet workers with emotional problems or mental illness to continue their employment, by restructuring both treatment goals and the work environment. Four specific questions shaped the demonstration: (1) how to locate people at work who suffer from emotional problems;

(2) how to engage and sustain the worker's involvement in treatment; (3) what is the nature of treatment and how does providing it within the work setting influence it and (4) what should be the labor division among patient, clinician, work representatives, and community agencies. Closing chapters present research data and conclusions: mental health professionals stationed in the work setting as a network hub can increase workers' survival rate, but substantial changes in clinical technology and service delivery systems are required. (AJ)

ED 117 334

CE 005 903 Korn, Thomas A.

A Keyed Information Index to the Dictionary of Occupational Titles. Third Edition, 1965, Volume I and 2, and Supplement 1, 1966 and Supplement 2, 1968.

Nusconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—PB-243-271; SRS-16-56821-009

Pub Date Jul 74

Note-33p.

Available from-National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-243-271; MF \$2.25, HC \$3.75)

PB-243-271; MF 32.25, HC 33.75)
Document Not Available from EDRs
Descriptors—*Computer Programs, *Directories,
*Indexes (Locaters), Information Needs, Information Retrieval, Information Systems, *Occupational Information

Identifiers- Dictionary of Occupational Titles, DOT

The computer-sorted word index to the Dictionary of Occupational Titles (DOT), 3rd edition, 1965 (two volumes, two supplements) was developed in 1974 by the Research and Training Center, University of Wisconsin-Stout, Menomonie, Wisconsin to facilitate use of DOT. The publication contains a 17page index section which refers the user from a conceptual term to a location in the Dictionary of Occupational Titles. It also contains: (1) an introduction (which explains the structure and content of the DOT), (2) section on how to use the index, and (3) of exercises intended for use in improving the skill of the index user. (NTIS)

ED 117 335 CE 005 910

Roe, Daphne A.

Physical Rehabilitation and Employment of AFDC Recipients. Final Report: Feasibility Study. State Univ. of New York, Ithaca. Nutritional

Sciences Div. at Cornell Univ. pons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-51-36-75-01
Pub Date 1 Oct 75

Note-180p.; Pages 69-77 and 81 in the Appendix will not reproduce well in microfiche due to marginal legibility of original document EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage Descriptors—Emotional Problems, *Feasibility

scriptors—Emotional Proteins, "Feasibility Studies, *Job Training, Labor Force Nonpar-ticipants, Medical Treatment, Physically Han-dicapped, Rehabilitation Counseling, *Rehabilitation Programs, *Special Health Problems, Tables (Data), Vocational Rehabilitation,

М

*Welfare Recipients

The first 19 pages of the document describe a study carried out to examine the feasibility of using health intervention as a means of increasing entry of welfare clients into job training. Objective screening procedures were used to define physical and mental health problems and han-dicaps in a New York State sample population. Common health disabilities identified in the ex-perimental group included emotional handicaps such as sick-role behavior, aversive handicaps in-cluding obesity, dental decay, and locomotor han-dicaps with limited mobility. Health intervention included treatment of sick-role behavior and included treatment of sex-fole behavior and other emotional problems by group counseling, weight reduction, exercise classes, and treatment of specific medical and dental problems. Job motivation classes were also provided. Improvement in health status and solution of problems was correlated with compliance in relation to treatment. Clients with initial medical handicaps, successful in the health rehabilitation program, entered CETA job training and gained employment, doing as well as controls without chronic

health problems over the same period. Appended materials include: all forms used, a short job motivation course outline, 70 case resumes, code words and definitions, and tables summarizing all measures (educational, social, personal, and medical) and correlations between all measures. (Author/BP)

CE 005 912 Upward Mobility Career Counseling; A Self-In-structional Text for First-Line Managers.

Internal Revenue Service (Dept. of Treasury), Washington, D.C. Pub Date [75]

Pub Date [75]
Note—1119.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—*Career Ladders, Career Planning,
Counseling, *Government Employees, *Guides,
Job Skills, *Personnel Management, Promotion
Counseling, Voca-(Occupational), *Vocational Counseling, Vocational Interests

Identifiers—*Internal Revenue Service
The handbook is a guide for Internal Revenue
Service (IRS) personnel managers charged with providing career counseling for employees in-volved in the voluntary Upward Mobility pro-gram. Any IRS employee in a career ladder where the journeyman level is grade 7 or lower is eligible to compete for an Upward Mobility Target Position. Every employee in grades 1-7 is given a skills and interest survey; two completed example surveys are included to acquaint personnel managers with their use in counseling interviews. The next step involves the identification and matching of projected vacancies with em-ployee interests, or the recommendation of alternate career goals. A problem-solving exercise (helping an employee decide between taxpayer service representative and revenue agent) offers counseling techniques. At this point, the em-ployee is ready to develop an individual develop-ment plan of objectives and activities for the coming year. The plan needs to be responsive to competition, the possibility of failing to achieve a stated objective, and to revision. For self-instruc-tional purposes, a number of possible employee situations are presented with overall ways of handling them. Sample projection vacancy charts are included as well as sample occupational informa-tion for 11 IRS positions. (EA)

An Act to Amend the Youth Conservation Corps Act of 1972 to Expand and Make Permanent the Youth Conservation Corps, and for Other Purposes.

Congress of the U.S., Washington, D.C. Report No-PL-93-408

Pub Date 3 Sep 74

Note-4p

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Conservation (Environment), Employment Opportunities, *Federal Legislation, *Federal Programs, Natural Resources, *Youth Employment, Youth Opportunities, *Youth Programs Identifiers—*Youth Conservation Corps Act

1970 Amendment

1970 Amendment
The document is a copy of Public Law 93-408
enacted by the 93rd Congress, September 3,
1974 to amend the Youth Conservation Corps
Act of 1970 in order to expand and make permanent the Youth Conservation Corps. The
amended provisions deal with policy and purposes of the Corps, and qualifications, equal opportunity semployment, and to of amployment portunity, employment, and term of employment of the participants. The duties and functions of the Secretary of the Interior and the Secretary of Agriculture in carrying out the act are outlined. They involve regulations, availability of Corps facilities not in use to educational institutions, cost responsibility, use of unoccupied Federal facilities and surplus equipment, and contract authority. Provisions concerning the grant pro-gram for State projects include application requirements and approval and grant limitation, payments and appropriation percentage. Also covered by the amendment are secretarial reports and authorization of appropriations. (MS)

ED 117 338 CE 005 914 A Guide for Planning, Organizing, and Utilizing Advisory Councils.

Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education. Pub Date [75]

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Advisory Committees, Community Colleges, Elementary Schools, *Organization, *Planning, *School Community Cooperation, School Community Relationship, Secondary Schools

Designed for administrators and teachers at the community college/secondary/elementary levels, the guide is a reference source for establishing and developing citizen advisory councils. A sec tion on Advisory Councils--Planning discusses the need for citizen advisory councils, definition and purpose, advisory council types, and operational structures. The following section on Advisory Councils--Organizing outlines necessary steps pertaining to: written guidelines, charter, selection committee, selection of members and committee members, ad hoc committees, member qualifications, nomination of members, number of members, member term, attendance, officers, school representative, meetings, agenda preparation, and representative, meetings, agenda preparation, and second meetings and a sample charter also are included. A third section, Advisory Councilstutilizing, presents topics related to operating techniques: successful operational techniques, common characteristics of an effective council, written recommendations school action council. written recommendations, school action-council recommendations, absenteeism, member recognition, a checklist of what an advisory council can do, effectiveness and criticisms, and precautions for success. (EA)

ED 117 339 CE 005 925

Waupun School's Career Education. Waupun Public Schools, Wis.

Pub Date [75]
Note—333p; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Bibliographies, Career Awareness, *Career Education, Curriculum Development, *Curriculum Guides, Educable Mentally Handicanted. Educators Secondary Education.

dicapped, Elementary Secondary Education, Learning Activities, Resource Guides, Teaching Guides, Units of Study (Subject Fields) Identifiers—Waupun School District, Wisconsin Curriculum for a career education program

developed in the Waupun School District, pun, Wisconsin, is presented for grades 4-12, in a variety of formats. Curriculum arranged under career education concepts and containing information regarding objectives, learning activities, resources, and evaluation includes: combined curriculum, grades 4-6; combined studies, grade 8; language arts, grade 7; social studies, grade 7; high school career education for the secondary educable mentally retarded; and high school so-cial studies. An eighth grade combined unit on social science, language arts, and mathematics and a separate mathematics unit list materials to and a daily activities schedule. Four separate activities for grade 8 mathematics are included. Two extensive bibliographies list material available for primary grades, regarding career oc-cupations, and secondary grades, regarding career education. High school courses include: business education, with a list of office procedures; a career education activity manual, with a list of instructional materials; units of creative writing, career investigations, and job search; a suggested guide for career education concept implementation into high school communications classes, with a list of audiovisual materials available; and an addendum glossary, miscellaneous materials, and activities. The document has no table of contents. (LH)

Career Education: A Position Statement of the Council of Chief State School Officers.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 16 Nov 75

Grant-OEG-00-75-02289

Note—9p.; Paper prepared by the Committee on Career Education and a Special Task Force of the project "Strengthening State Leadership in Career Education

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Career Education, *Concept For-mation, *Educational Philosophy, *Vocational Development Identifiers—Council of Chief State School Of-

The Council of Chief State School Officers defines career education as "essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career education extends the academic world to the world of work. In scope, career education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of career education includes an awareness of self and the world of work, broad orientation to occupations (professional and nonprofessional), in depth exploration of selected (occupational) clusters, career preparation, an un-derstanding of the economic systems of which jobs are a part, and placement for all students." In addition, the council believes that career education is for all learners, is in all levels of educa-tion, includes all work (paid and unpaid), includes the total community, and is lifetime educa-tion. It represents a concept that actively involves students, parents, educators, and the community. It is not a separate program, but rather a concept that is integrated into and throughout the existing educational structure. Career education offers the emphasis and the means to deliver educational experiences which prepare individuals for a changing and increasingly complex society.

(Author/EA)

ED 117 341 CE 005 950 olunteers in Education: A Handbook for Coor-dinators of Volunteer Programs.

Recruitment Leadership and Training Inst., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Jun 75

Note—134p.; This document is available in Spanish as No. CE 006 684 EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Coordinators, Elementary Schools *Guides, Organization, Organizational Development, Organizations (Groups), Paraprofessional School Personnel, Program Coordination, Program Costs, *Program Development, Program Guides, Program Planning, *School Aides, Secondary Schools, Student Volunteer, *Voluntary Agencies, *Volunteers, Volunteer Training

The coordinator's handbook provides a basic outline for establishing or improving volunteer programs; it is primarily directed toward assisting fledgling programs. The handbook defines a fledgling programs. The handbook defines a school volunteer program as an organization of persons who work in schools under the professional personnel's direction, strengthening the school program or offering special skills to enrich students' educational experience, or, outside the school, providing homework assistance or other special educational aid as needed. Responsibility for program organization rests with the person willing to establish working arrangements with the central school administration and participat-ing school staffs to get the initial project un-derway. Chapter topics include: (1) funding sources and proposal preparation, (2) organizing and developing a volunteer program, (3) administering a volunteer program, (4) recruiting volunteers, (5) interviewing, selecting, and assigning volunteers, (6) volunteer orientation and training, (7) orientation and training of professional personnel, (8) using students as volunteers, (9) career education implications for volunteers, (10) maintaining volunteer morale, and (11) evaluating volunteer programs. Selected references are offered for the reader's further information. The handbook incorporates materials from eight organizations or volunteer programs, and is a revised and updated version of Washing-Technical Institute's popular "ABC's: Adbook for Educational Volunteers." Handbook (Author/AJ)

ED 117 342 CE 005 954 Woal, S. Theodore

Self Awareness--Career Awareness: The Room to Grow Model. A Unified Career Education Pro-gram. K-6 and Grade 7 and 8 Exploration.

Philadelphia School District, Pa.
Guidance Service. Pub Date [72]

Note-29p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Career Awareness, *Career Educa-tion, Class Activities, *Curriculum Guides, Educational Programs, *Elementary Education, Learning Activities, Models, School Activities, Self Actualization, Self Concept

After an introductory section explaining and diagraming the career education philosophy, the self-awareness and career awareness guide for the elementary level describes the model's rationale and outlines its objectives. The guide briefly outlines the following topic areas: (1) the selfcareer awareness aspects of a career education program for children aged 6-12; (2) K-2 selfawareness concepts and areas for career awareness exploration; (3) grade 3 concepts for the themes of self-discovery and the production, processing, distribution, and use of food, clothing, and shelter; (4) grade 4 activities for exploring the self, the home, the community, the school, and the being the dilla care the transfer of the production. and the basic skills necessary to participate in the world of work; (5) grade 5 and 6 phases of career awareness, the role of community helpers in career awareness, ancillary activities, and teacher-guided projects; (6) hands-on activities related to technology, career material centers, industry demonstration centers, publications of the Room to Grow Model, and a brief outline of career exploration suggestions for grades 7 and 8. A reference list concludes the document. (JR)

ED 117 343 CE 005 964 Career Education: An Initial Look. A Needs Assessment Report.

Texas Education Agency, Austin. Div. of Program Planning and Needs Assessment.

Note-66p.; For related documents, see CE 005 965-967

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

EDRS Price MF-30.83 HC-33.30 Plus Postage Descriptors—*Career Education, Educational Objectives, *High School Students, Material Development, *Measurement Instruments, Measurement Techniques, Secondary Educa-tion, *State Surveys, Student Ability, Student Characteristics, Surveys, Tables (Data), *Vocational Maturity

tional Maturity Indentifiers—Assessment of Career Development, Career Maturity Inventory, *Texas

The report focuses on the development of measurement instruments and criteria for forming statements about student attributes which should result from career education. Two measurement instruments (the Assessment of Career Develop-ment and Career Maturity Inventory) were tested on approximately 15,000 9th and 11th graders in Texas. Questionnaires based on the results of the survey were sent to educators to gather their opinions regarding the usefulness of the instruments. The results showed that no preference between the two instruments existed. Results from the student survey indicated some degree of career maturity and ethnic differences among stu-dents. Criteria for career education student acdents. Criteria for career education student ac-complishment were developed based on the question: What does an individual "look like" when he or she is 17 years old and has become adequately developed in terms of career educa-tion? A total of 279 learner outcomes were identified and rated in a Statewide survey of students, parents, educators, and persons from busi-ness and industry. These were reduced to 177 learner outcomes which were compared with areas covered previously by the two instruments. The results showed that only 11 percent of the outcomes were measured either partially or indirectly. Surveys, questionnaires, and other related materials used in the study are appended. (Author/EC)

ED 117 344 CE 005 965 Measurement, Diagnostic and Prescriptive Components of a Career Education Learning System.

Texas Education Agency, Austin. Div. of Program Planning and Needs Assessment.

Pub Date 19 May 75 Note-69p.; For related documents, see CE 005 964-967

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Career Education, *Educational Assessment, Educational Objectives, Educational Planning, Elementary Secondary Educa-tion. Measurement Instruments, *Program

Descriptions Identifiers-*Texas

The document contains a descriptive outline of the various components of the Texas career edu-cation learning system. This includes: (1) a brief discussion on policy guidance; (2) an overview of career education from 1970-1975; (3) an outline of goals for public school education; (4) a 25-page document called "Basic Learner Outcomes for Career Education"; (5) an outline of the relationship of career education basic learner outtionship of career education basic learner out-come categories and goals for public school edu-cation; (6) a discussion of a measurement and diagnostic system for career education; (7) a brief discussion of measurement instruments; (8) a sample test booklet which focuses on economic factors influencing career opportunity; (9) an outline of major processes involved in the development of a learning system for career edu-cation; (10) a matrix of learner outcomes; (11) matrices of specific learner outcomes; (12) a brief description of a catalog of learner activities; (13) a learning module format and in-structions; and (14) four sample learning modules for Grades 3, 8, and 11. (EC)

ED 117 345 CE 005 966 Career Education Measurement System. Reporting System Evaluation.

Texas Education Agency, Austin. Div. of Program Planning and Needs Assessment.

Pub Date Sep 75

Note-12p.; For related documents, see CE 005 964-967

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Career Education, Educational Assessment, *Evaluation, *Evaluation Methods, *Measurement Instruments, Questionnaires, State Surgary *The Burnish Countries of the Property of the

State Surveys, *Test Results

Identifiers—Texas
In order to evaluate and obtain information about the usefulness of the Career Education Measurement System, a questionnaire was developed to survey school personnel perception and interpretation of the reporting system in Texas. The responses to the questionnaire were examined for 22 test instruments used in a pilot test to determine if the items were adequate measures of learner outcomes. An evaluation questionnaire was sent to 524 test administrators on 136 campuses which field tested the career education inpuses which neit tested the career equation in-struments. Approximately 29% returned useable evaluation forms. The respondents were asked to rank five types of reporting formats: outcome mastery, level of outcome mastery, areas of proficiency, item response, and school curriculum ob-jective-referenced evaluation (SCORE). The SCORE format was most often preferred while the outcome mastery format was least often preferred. The respondents were asked for the following information: the usefulness of the intollowing information: the discussions of the in-terpretative guide ("Reading the Report") sent with the test results, the usefulness of the infor-mation contained in the test results, suggestions on who should receive copies of the test results, when the test results should be received, testing time available, and who should be test administrators. The evaluation form for the career education reporting system is appended. (Author/EC)

ED 117 346 CE 005 967 Development Report on the Texas Career Educa-tion Measurement Series.

Westinghouse Learning Corp., lowa City, lowa. Spons Agency—Partners in Career Education, Arlington, Tex.; Texas Education Agency, Austin.

Pub Date 31 Aug 75 Note—108p.; For related documents, see CE 005

964-966
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Education, Criterion Descriptors—Career Education, Criterion Referenced Tests, Educational Objectives, *High School Students, *Item Analysis, *Measurement Instruments, Measurement surement Instruments, Measurement Techniques, Secondary Education, State Surveys, Statistical Analysis, Student Characteristics, Test Results, *Test Validity, *Vocational Maturity

Identifiers-Partners in Career Education Project,

A criterion-referenced measurement and diagnostic system for career education was developed using 79 of the 177 basic learner outcomes identified in Texas. Approximately 500 test items, toentined in Leas. Approximately 500 test items, referenced to the outcomes, were developed and submitted for student and professional review and statistical analyses following item tryouts and field testing of the instruments. A sample of schools was selected for each instrument at each of two levels, with 10 instruments at the lower level (grades 7 and 10) and 12 instruments at the upper level (Grades 8 and 11). In all, 506 classes

were distributed among 130 campuses in 84 school districts. Various statistical procedures were used in item and instrument validation for item tryouts and field testing. Forty-four of the learner outcomes were tried out with students who had received instruction specifically designed to develop the behavior described by these outcomes. Data were obtained on 51 objectives measured by 215 items for the 44 learner outcomes. The test results were reported to give the student and school personnel diagnostic information about student performance on the outcomes by using the school curriculum-reference evaluation at. Over two-thirds of the document contains appended materials related to the processes involved in the study. (Author/EC)

Wirtz, Willard The Boundless Resource: A Prospectus for an Education/Work Policy.
National Manpower Inst., Washington, D.C.

Pub Date 75

Note-205p.

Available from—E. P. Dutton and Co., inc., 201 Park Avenue South, New York, N.Y. 10003 (\$7.95 plus \$0.50 postage and handling, 2-49 copies, 10 percent discount, 50 or more copies, 40 percent discount, available to organizations and associations on order of 50 or more under special arrangements with the distributor) Document Not Available from EDRS Descriptors—*Academic Education, Adult Edu-

cation, Career Education, Economic Factors, *Educational Strategies, Human Resources, Job Training, Legislation, Minority Groups, Older, Adults, *Policy Formation, Political Influence, Unemployment, Vocational Counseling, *Vocational Development, Vocational Education, *Work Experience, Work Experience Programs, Working Women, Youth

Representing a group effort by the author and the National Manpower Institute, the prospectus focuses on ways to improve the integration of the traditionally separate world of work and educa-tion-ways to break up the "time traps" of educa-tion for youth, and work for adults. It especially speaks for the 16-19 year old population, working women, workers needing training or retraining, women, workers needing training or retraining, minority group members, and people over 60. Part 1, Youth, discusses the 20 percent youth unemployment rate, the mismatch of competency development and available jobs, and the necessity of "infusing" liberal arts and vocational education. Part 2, The Career Years, explores work in light of improving the quality of life, not merely expanding the Gross National Product, and perceives the imminence of the revolution against expanding the Oross National Product, and per-ceives the imminence of the revolution against the injustices toward older people. Part 3, The Prospect, grapples with the economic and politi-cal questions involved in instituting education-work policy. Some features of the proposed change strategy include: establishment of Com-munity Education-Work Councils and a Work Institute, an Occupational Outlook and Career Information reporting system of national/local in-formation, increased career counseling, youth community work/service programs, unemploy-ment insurance law revision, and elimination of

ED 117 348

age structures on public education. (EA)

CE 005 969 Osipow, Samuel H., Ed.
Emerging Woman: Career Analysis and Outlooks.
Pub Date 75

МΙ

Note-175p. Available from-Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$9.95)

Document Not Available from EDRS

Descriptors—Bibliographies, *Career Choice, Demography, *Females, Individual Charac-Demography, *Females, Individual Charac-teristics, Literature Reviews, Marital Status, Parental Background, *Sex Discrimination, *Social Factors, State of the Art Reviews,

"Social Factors, State of the Art Reviews, Stereotypes, "Vocational Development, Voca-tional Interests, Working Women The volume, consisting of seven papers, pro-vides some data-based inferences about how women choose and implement their careers, principal factors that influence the choice, and bar-riers that interfere with women's vocational potentialities. Chapter 1, Demographic and Social Factors in Women's Work Lives, and Chapter 2, Measuring the Vocational Interest of Women, are brief overviews of related research and problems. Chapter 3, Parental Influences on Women's Career Development, examines the influence of the mother's employment history as well as pater-nal identification and influence. Chapter 4, Individual Factors Related to Career Orientation in Women, explores ability and achievement, per-sonality, self-concept and self-esteem, and relationship of values to career orientation. Chapter 5, Marriage and the Employment of Women, examines six variables: marital status, marital satisfaction, male attitudes, family size, influence of husband's income, and wife's educational level. Chapter 6, Sex Role Stereotypes and Career Versus Homemaking Orientations of Women, reflects how the socialization process of childrearing and educational practices tends to restrict women's behavioral choices. Chapter 7, Barriers to the Career Development of Women, discusses potential individual and social roadblocks resulting in underachievement, overcompensation, and exclusion. The concluding chapter by the editor summarizes changing attitudes, existing problems, and future implications. (EA)

CE 005 970 ED 117 349

Strong, Merle E. Schaefer, Carl J.

Introduction to Trade, Industrial, and Technical Education

Pub Date 75 Note-285p.

Note-253p.
Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbis, Ohio 43216 (\$12.95)
Document Not Available from EDRS

Descriptors-Educational Administration, Educa escriptors—Educational Objectives, Job Placement, Labor Market, Occupational Guidance, Professional Associations, Program Administration, Program Descriptions, *Program Development, Program Evaluation, Program processing, rrogram results of the gram planning, Resource Guides, School Community Relationship, Staff Improvement, State of the Art Reviews, *Technical Education, *Trade and Industrial Education, Youth Clubs Intended for teachers and administrators in the industrial and the school of the state of the school of the s

trade, industrial, and technical education, the book is organized so that each chapter may stand on its own. A broad spectrum of areas is covered in the 13 chapters: (1) historical background; (2) trade and industrial education and the labor market; (3) definition and objective of trade, industrial, and technical education; (4) determining program needs; (5) trade, industrial, and techni cal education programs; (6) the administration of trade, industrial, and technical education; (7) labor, management, and community relations; guidance and counseling: placement and fol-lowup; (9) staff recruitment and development; (10) professional organizations; (11) VICA: trade, industrial, and technical education's youth club; (12) program evaluation and accreditation; and (13) major issues in trade, industrial, and technical education. Each chapter concludes with a questions and activities section and a list of sug-gested source materials. Appended materials con-tain additional examples and information, and include: discussions held over a three year period by a joint committee appointed by the Industrial Arts and Trade and Industrial Education Divi-sions of the American Vocational Association; a list of Industrial Service Occupations Educational Programs; and program questionnaires. (LH)

ED 117 350 CE 005 971

Meyer, Warren G. And Others

Coordination in Cooperative Vocational Educa-

Pub Date 75

Note—331p.
Available from—Charles E. Merrill Publishing
Company, 1300 Alum Creek Drive, Columbus,
Ohio 43216 (\$12.95)
Document Not Available from EDRS

Descriptors-*Cooperative Education, *Cooperative Programs, Coordinators, Educational Coordination, Educational Programs, Job Placement, Program Evaluation, Program Planning, dination, Educational Programs, 100 Facc-ment, Program Evaluation, Program Planning, Recruitment, Secondary Education, Teacher Role, Teaching Methods, Trainees, Vocational Adjustment, *Vocational Development, *Voca-tional Education, Vocational Followup, *Work Experience Programs

Purposes, goals, procedures, and practices of past and present cooperative vocational education programs are discussed. A broad spectrum of areas is covered in the 11 chapters, which are also designed to stand on their own: (1) Purposes of Cooperative Vocational Education; (2) Roles

of a Teacher-Coordinator; (3) Tasks of a Teacher-Coordinator; (4) Facilitating Career Development; (5) Teaching Work Adjustment Competencies; (6) Recruiting and Guiding Student-Trainees; (7) Placing Student-Trainees; (8) Developing the Occupational Experience Labora-tory; (9) Organizing and Articulating Instruction; (10) Following Up Student-Trainees at Work; and, (11) Evaluating the Program. References, additional references, and suggested activities conclude each chapter. Appended materials contain additional information and include: Vocational Education Amendments of 1968, presenttional Education Amendments of 1908, present-ing a comparative analysis of cooperative educa-tion and work study programs; Teaching Career Analysis figure; Performance Requirements for Teacher-Coordinators, listing 82 clusters; and ap-plication form to employ a student-learner. (LH)

ED 117 351 CE 005 972

he Career Intern Program: Preliminary Results of an Experiment in Career Education. Volume 1. Gibboney, Richard A. And Others

Opportunities Industrialization Centers of Amer-

ica, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jun 75 Contract—NE-C-00-3-0122

Contract—NE-2-00-3-0122 Note—147p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors—*Alternative Schools, *Career Edu-

cation, Career Exploration, Career Planning, City Problems, Counselor Role, Dropout At-titudes, Dropout Characteristics, *Dropout Programs, Dropout Characteristics, "Dropout Pro-grams, Dropouts, Dropout Teaching, Guidance Counseling, *Individualized Programs, Potential Dropouts, Program Descriptions, Program Ef-fectiveness, School Holding Power, Secondary Schools, Urban Education, *Work Experience

Programs Identifiers—*Career Intern Program, CIP, Opportunities Industrialization Centers of America, Urban Career Education Center

The report describes the first year of development and present operation of the Career Intern Program (CIP), a component of the Urban Career Education Center's alternative school for Career Education Center's alternative school for high school dropouts and potential dropouts. The purpose of the program, operated by the Opportunities Industrialization Centers of America under a contract from the National Institute of Education, is to provide opportunities for students with school problems to achieve their career aspirations. The program begins with 10 weeks of intensive orientation, counseling, and career investigation. Its second phase, lasting from 11 weeks to four semesters, features individualized instruction in basic academic subdividualized instruction in basic academic subjects integrated with education; career exploration and hands-on experience highlight this phase. Disadvantages of the program's informality have included manipulation of staff by some students, conflicting staff standards for academic credit, and the great effort required to retrain the staff. Advantages have included a personalized school atmosphere liked by the interns, students' feelings of acceptance, and program flexibility. The docu-ment recounts the program's development, describes its students and the short-term effect on them, identifies those for whom the program works best, presents followup data, and discusses the program's implications. (Author/AJ)

ED 117 352

Turner, Charles E., Jr.
New Haven Institute of Allied Health Careers. Final Report.

CE 005 973

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower. Pub Date 31 Aug 75

Note—76p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Career Exploration, *Clinical Experience, *Disadvantaged Youth, Employment
Opportunities, *Health Occupations Education,
Minority Groups, Occupational Guidance,
*Program Descriptions, Program Evaluation,
Secondary Education, *Work Experience Pro-

Identifiers-Connecticut (New Haven), Institute of Allied Health Careers

The New Haven Institute of Allied Health Careers has been involved in a project to (1) assist educationally disadvantaged students in preparing themselves for health careers opportu-

nities through guidance services and (2) address the lack of access to and mobility within the health professions systems through educational change. Made up of a consortium of independent institutions, the institute worked as an extraschool agency supplementing school career education curricula through: institute staff experiences for grades 10-12. Program components are described and include: academic assistance, guidance services, career and educational expo-sure, and interinstitutional educational planning. Component methodology, evaluation and description of programs developed, analysis and demo-graphic information regarding the 200 selected student affiliates, guidance personnel perceptions, effectiveness of career exposure, anticipated job opportunities in Allied Health and the employability of high school graduates, and program related forms and questionnaires are presented. The institute has attempted to nurture an adequate enough minority student constituency to encourage more responsive admission policies in area allied health professions programs, and 100 of its past graduates are attending college. (LH)

ED 117 353 CE 005 974

Lackey, L. L. Jacobs, T. O.

A Study of the Success and Work Expectancies of Public Service Career Employees. Final Report. Human Resources Research Organization, Alexandria, Va.

Spons Agency—Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center. Pub Date Oct 72

Note-159p.

Descriptors—"Disadvantaged Groups, Entry Workers, Federal Programs, "Government Employees, Middle Class Values, Personnel Data, "Questionnaires, Research Methodology, Tables (Data) Underemployed, "Values, "Work

Attitudes Identifiers—Public Service Careers Program

The study attempted to measure world-of-work values and perceptions at entry and after a period of employment of enrollees in Plan D of the Public Service Careers (PSC) Program, a Federal program designed to bring disadvantaged in-dividuals into Federal employment. A PSC Enrol-lee Questionnaire, developed from a logical tax-onomy of world-of-work values based on an extensive review of related literature, was administered twice, along with supervisor evaluations, for initial testing and at six months after employment. The first session involved 328 enrollees in the entry-level component, 106 individuals lees in the entry-level component, 106 individuals in the upgrade component, and 95 Federal employees holding equivalent positions to those of PSC entry-level workers. The second session involved 211 PSC entry-level enrollees and 137 of their supervisors. Project background, methodology, data analysis, summary of findings and recommendations are presented, with 27 tables. Appended material, encompassing half the document, presents the data collecting instruments and responses. Conclusions state that PSC enrolland responses. Conclusions state that PSC enrollee perceptions of world-of-work values were congruent with the "middle-class value system", these values were maintained through job experience, and the PSC employee is generally underemployed in the entry job and might continue to be after one perspection. (J. H). to be after one promotion. (LH)

CE 005 975 ED 117 354

Matheny, W. G. And Others AFHRL/FT [Air Force Human Resources Labora tory/Flight Training] Capabilities in Undergrad-uate Pilot Training Simulation Research: Executive Summary.

Life Sciences, Inc., Hurst, Tex.

Spons Agency—Air Force Human Resources
Lab., Williams AFB, Ariz. Flying Training Div. Report No-AFHRL-TR-75-26(1)

Pub Date Aug 75
Note—33p.; This is the first of two volumes, for the second see CE 005 509; Figure A1 will not reproduce well due to blurred type

Descriptors—Educational Programs, *Flight Training, Operations Research, Planning, Post Secondary Education, *Research Methodology, *Research Projects, *Simulation, Simulators, *Training Tophs inc. *Training Techniques

The document presents a summary description of the Air Force Human Resource Laboratory's Flying Training Division (AFHRL/FT) research

capabilities for undergraduate pilot training. One capasimites for undergraduate pilot training. One of the research devices investigated is the Advanced Simulator for Undergraduate Pilot Training (ASUPT). The equipment includes the ASUPT, the instrumented T-37 aircraft, the T-4G and T-40 trainers, and the formation flight trainer. Methodological considerations and the development of a research program are discussed. Instructional procedures and practices are described for three phases which will be used in described for three phases which will be used in establishing a technological base: equipment familiarization and operator performance measures for the T-40 study, ASUPT, and instrumented aircraft. One area of suggested research is visual display which will include investigation of visual cues, the use of a visual model as a research tool, and four studies on the content of visual children. Another core for content of visual children. visual display. Another area for suggested study is motion cue research which will attempt to determine the necessary axes of cockpit motion for training simulation. A third area of suggested research focuses on training methods in the areas of cognitive pretraining, feedback, sequencing of training tasks, contextual training, and individualized training. A list of reference is included. A list of AFHRL/FT research programs for 1975 is appended. (EC)

ED 117 355

Fredriksson, Lennart
Lifelong Learning in Swedish Curricula.
Didakometry No. 48.
School of Education, Malmo (Sweden). Dept. of

Educational and Psychological Research.

Spons Agency—National Swedish Board of Education, Stockholm.

CE 005 976

Pub Date Aug 75

Note—130p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Adult Education, *Articulation Descriptors—Adult Education, *Articulation (Program), *Continuous Learning, *Curricu-lum Evaluation, Curriculum Research, *Educa-tional Attitudes, Educational Research, Ele-

tional Attitudes, Educational Research, Ele-mentary Secondary Education, Foreign Coun-tries, Research Methodology Identifiers—"Sweden An examination of the lifelong learning aspect of the central and nationwide curricula in Sweden of the central and nationwide curricula in Sweden has been made by the UNESCO Institute for Education. The concept of lifelong learning is defined and criteria for developing positive attitudes and opportunities for its development are discussed. The analysis of the curricula in the basic and upper secondary schools involved five main criteria, with a number of subgroups within each: (1) horizontal integration; (2) vertical integration; (3) individual maturity-self realization; (4) autodidactic-development of readiness for new learning and relearning; and (5) directing studies toward creativity, flexibility, and equality. Discussion of the curriculum analysis takes up more than half the document. No empirical research was undertaken for this report, but already completed studies concerning school curriculum analysis in Sweden were investigated and are discussed with reference to the five criteria used in the analysis. Conclusions state that school curriculum and everyday school activities do not necessarily correlate, with the desired development of attitudes towards lifelong learning being neglected. Adult education is briefly discussed in terms of developing lifelong learning concepts among adults and educators alike. (LH)

ED 117 356 95 CE 005 977 EPDA (Education Professions Development Act) Leadership Development Program. Final Re-

Southern Illinois Univ., Carbondale. Dept. of Oc-

cupational Education.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 1 Sep 75 Grant—OEG-0-74-8629(503)

Note-37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Demonstration Projects, Doctoral Programs, *Graduate Study, Individualized Programs, Interdisciplinary Approach, *Internship Programs, *Leadership Training, Masters Degrees, Performance Based Education, Pro-gram Descriptions, Vocational Directors, *Vocational Education

Identifiers-Education Professions Development

Seven graduate students were awarded Office of Education Professional Development Act (EP-

DA) fellowships to participate in the occupa-tional education leadership program developed by Southern Illinois University during the 1974-75 academic year. All were enrolled as full-time students, three at the master's degree level and four at the doctoral degree level. During the year, each Fellow engaged in at least four distinctive types of leadership development activities. Each earned at least six semester hours of credit in individually arranged internships; completed administrative processes, theory, and planning cour-ses; participated in an exclusive series of leaderdevelopment seminars; and engaged in related enrichment activities such as serving on an Illinois Division of Vocational and Technical fillinos Division of vocational and reclinical Education public school evaluation team. The EPDA Leadership Development program has been evaluated and, in general, its objectives have been achieved. The interdisciplinary, performance-based, individualized program has been tormance-based, individualized program has been awarded continued status and funding for the 1975-76 year. The report gives an eight-page description of the leadership development program, a six-page description of the university's occupational education program, and a four-page description of the program evaluation. Approxi-mately one-third of the documents is comprised of a list of personnel and the Fellows' vitae. (Author/AJ)

CE 005 978 ED 117 357 CE 005 978
Ideas for Activities Designed to Combine Career
Development with Subject Matter Instruction.
Michigan State Dept. of Education, Lansing.
Note—232p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Career Awareness, Career Choice, *Career Education, Career Exploration, Career Planning, Decision Making, "Elementary Secondary Education, Integrated Activities, In-tegrated Curriculum, Intellectual Disciplines, "Interdisciplinary Approach, Job Placement, "Learning Activities

nization of the ideas for career education activities is based on four components of career development; these form the four sections of the book: (1) self-awareness and assessment, (2) career awareness and exploration, (3) career decision making, and (4) career planning and placement. The book is further divided into elementary and secondary education sections, and an easy access guide for each section provides a grid listing 10 subject matter areas and the four grid listing 10 subject matter areas and the four career development components. All activity ideas relevant to a given career development component and appropriate to a given subject area appear by number in the grid matrixes. Each activity idea in the book has six elements: (1) title; (2) subject matter content area/s; (3) purpose, two statements, one pertaining to the subject matter area and one to a career development performance goal; (4) primary activity, which contains the grade group designation and the major steps for carrying out the activity, presented to stimulate the teacher's thinking in his/her development of detailed instructional plans; (5) specification of materials; and (6) variations, which expand or contract on the primary activity so that teachers may develop appli-

cations for any grade groups. (Author/AJ) ED 117 358 CE 005 981

Davis, Marcella Z., Ed. And Others

Nurses in Practice: A Perspective on Work Environments.

Pub Date Jan 75

Note—287p.
Available from—C. V. Mosby Company, 3301
Washington Blvd., St. Louis, Missouri 63103 (\$6.95)

Document Not Available from EDRS

Descriptors—Anthologies, Case Studies, *Community Health Services, Cultural Factors, Environmental Influences, Field Studies, *Hospitals, Medical Education, *Nurses, vironmental Influences, Field Studies, *Hospitals, Medical Education, *Nurses, Nursing, Organization, Organizational Climate, Public Health, Social Factors, *Task Performance, Work Attitudes, *Work Environ-

A major portion of the collection of 20 readings authored by practicing professionals consists of field observations presented both as raw data (field notes) and as analyzed and or-ganized data. About the work of nurses in a variety of settings, a recurrent theme is that work behavior is greatly influenced by organizational and structural elements in each place of work, as

well as by social and cultural features in the society at large. Part 1, Inside the Hospital, includes the following sections: the head nurse, two perennial problems (death, pain), some special wards (managerial agent versus therapist role mental illness and the tuberculosis patient, intensive care, the premature nursery, and the pediatric ward), the emergency room (health care system, a student's perceptions, and value transmission to student), and the guest role of nurse educators in health agency settings. Part 2, Outside the Hospital, covers: the development of a community clinic by two nurses, the nurse as leader in the Lamaze experience, surveillance in leader in the Lamaze experience, surveillance in long-term illness, aspects of public health work, dying at home, the work of the visiting nurse, and social isolation and strategies for managing life in chronic illness. Each chapter concludes with discussion questions. (Author/MS)

ED 117 359 CE 005 982 Picou, J. Steven, Ed. Campbell, Robert E., Ed.
Career Behavior of Special Groups. Theory,
Research and Practice. The Merrill Series in Career Programs.

Pub Date 75 Note

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbis, Ohio 43216 (\$13.95) Document Not Available from EDRS

Document Not Available from EDRS

Descriptors—Activism, American Indians, Asian
Americans, Aurally Handicapped, *Behavior
Patterns, Black Community, Career Opportunities, *Career Planning, *Disadvantaged Groups,
Females, Filipino Americans, Manpower
Utilization, Mentally Handicapped, Mexican
Americans, *Minority Groups, Occupational
Guidance, Physically Handicapped, Program
Descriptions, Racial Integration,
*Socioeconomic Influences Socioeconomic Influences

Various existing theoretical, empirical, and policy issues regarding facets of the career behavior of special groups are explored through a series of or special groups are explored through a series of essays presenting a variety of viewpoints. Special groups are defined as "collectivities of people set apart from the white male majority in terms of race, ethnic group, sex, physical disabilities, re-sidence origins, and commitment to alternatives roles and values." Career behavior covers various processes, stages, and milestones in the career life cycle. Essays are divided into the following sections: (1) Theoretical Issues and Alternatives, presenting data, information, alternative theoretical approaches, and directions for further study regarding status attainment of special groups and career development; (2) Special Groups and Career Behavior, describing and analyzing the career behavior of Asian-Americans, activist youth, rural blacks, physically and mentally handicapped, native American Indians, women, Mexican-Americans, and rural Filipino youth; and (3) Manpower, Methodology and Policy, presenting policy strategies being utilized to aid special groups in their career-related problems. It is suggested that the document be utilized as a supplementary text in occupational sociology, minority-relations, vocational psychology, and education and guidance courses. (LH)

ED 117 360

CE 005 983

Schulz, Harriette Survey of Adult Education Programs for the Disadvantaged.
Institute for Community Studies, Kansas City,

Pub Date Sep 75

-132p.

MI

Note—132p.
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—*Abstracts, *Adult Basic Education,
Adult Dropouts, Adult Education, *Adult Education Programs, *Annotated Bibliographies,
*Disadvantaged Groups, Illiterate Adults,

*Disadvantaged Groups, Illiterate Adults, Literacy Education, Program Descriptions, Re-ports, Research Projects
The publication contains abstracts and an-notated bibliographical references of research projects and programs in adult basic education. The projects and programs cited represent the results of a survey to search out studies that delineate project population, methods, materials. delineate project population, methods, materials, and results. The survey was designed to limit the time period covered (1965-75) and the educaarea covered (academic rather than voca tional). The abstracts are arranged alphabetically by author in a 60-page section. A discussion section contains observations drawn from the survey

supporting the conclusion that basic questions concerning adult education (what kind of concerning adult education (what kind of teachers, teaching what kind of students, with what kind of content, at what level of complexity, what kind of content, at what level of complexity, and in what teaching style) have not yet been definitively answered. Those studies which seemed to be peripheral to the main survey and those which did not include sufficient achievement data are listed alphabetically by author in an annotated bibliography (Appendix A, 47 ages). Other appended materials include: approximate figures on grade level gains per unit of time, a suggested checklist for fixture research. time, a suggested checklist for future research, and a list of sources contacted in gathering the documents (includes computer searches and references). (Author/MS)

ED 117 361 CE 005 984 A Total Community Approach to Career Educa-tion-Resources for Career Development: An Annotated Bibliography (Revised). Indiana Univ., South Bend. Indiana Career

Resource Center.

Spons Agency—Indiana State Dept. of Public In-struction, Indianapolis, Div. of Vocational Edu-

Note-153p.; For earlier editions (1971, 1973, and 1974) see ED 075 637, ED 079 621, and

Available from—Indiana Career Resource Center, 1201-09 S. Greenlawn Avenue, South Bend, Indiana 46615 (\$4.00)

diana 40015 (34.00)
Document Not Available from EDRS
Descriptors—*Annotated Bibliographies, Audiovisual Aids, Career Awareness, *Career Education, Career Exploration, Career Planning, Educational Games, Educational Resources, Elementary Secondary Education, Instructional Materials, *Instructional Media, Post Secondary Education, *Resource Guides, Simulation, *Vocational Development

Intended to provide those involved in career education with a catalog of career development-related resources, the bibliography presents over 645 entries (most with annotations) for use in career development programs for all levels. The resources described are on display at the Indiana Career Resource Center (South Bend) and are available for loan to schools in Indiana. Included are an introductory guide for use of the bibliog-raphy and charts which assist users in finding resource descriptions by utilizing grade/age, career goal, and curriculum categories. The largest portion of the bibliography, printed materigrouped into four sections: professional materials (for the educator), youth through adult (student materials in the categories of early child-(student materials in the categories of early child-hood and primary, intermediate, middle school, high school, postsecondary, adult, and women, reference materials (for the educator and stu-dent), and periodicals and journals (primarily for the educator). Other parts list: sound filmstrips (mainly for elementary through postsecondary level), games and simulations (middle and high school level), audio tapes and records, kits (for student use), tests, films, film loops, trans-parencies slide programs, and video tense (for parencies, slide programs, and video tapes (for educators). Also listed are some publishers and sources of the materials. (Author/MS)

Rahe, Harves

Index to Doctoral Dissertations in Business Education 1900-1975.

CE 005 985

Delta Pi Epsilon, St. Peter, Minn. Pub Date 75

Available from—Delta Pi Epsilon National Office, Gustavus Adolphus College, St. Peter, Min-nesota 56082 (\$1.00,4 or more copies \$8.00) Document Not Available from EDRS

Descriptors—*Bibliographies, *Business Educa-tion, Doctoral Theses, *Indexes (Locaters)

The cross-referenced index to doctoral dissertations in business education is based on listings and summaries of doctoral studies as they appeared in the major publications in the field of business education for the last 75 years. The index is divided into four parts: (1) a researcher/author index (76 pages) supplying typical bibliography. researcher/auton maex / o pages) supplying typical bibliographic data and citing the major business education publications they appeared in, (2) a subject index (14 pages), (3) a college and university index (6 pages), and (4) a chronological index (5 pages) with the names of doctoral subdate with a perspective discretization desiring the subdate. students who completed dissertations during the

year listed. The document concludes with a key to the professional business education publica-tions referred to in part 1 of the index. (BP)

Dudgeon, Paul J.
Arriving at Individualization and Personalization:
A Set of Elements.
Pub Date Nov 75

CF 005 986

Note-27p.; For related bibliography, see CE 005

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Educational Counseling, Educa-tional Facilities, Educational Philosophy, Educational Planning, *Educational Programs, dividualized Instruction, *Individualized Programs, *Program Content, Program Design, Program Development, Students, Teacher Role, Teachers, *Teaching Methods

Individualized and personalized (I and P) programs place learners at the center of all the activity. The eight main elements of such programs are: philosophical and taxonomic considerations; instructors as resource persons and learning managers; peer tutoring, personal and academic counseling, and cognitive style maps of students; instruction employing such techniques as pre- and posttesting, computerized data banking, individual diagnosis, and designed instructional mediation; financial prioritization; inservice training for administrators and educators, and in-dividualized student orientation; open architecture of physical facilities; computerized management information and evaluation systems; and ac-countability and planning models. The develop-ment of the elements of the I and P program is a dynamic process. Since the computer, a full range of mediation, and paraprofessionals can adequately dispense information, instructors are able to become designers and managers of learning, prescribers of instructional material, and interpreters of evaluation data. Instructors are able to select a proper mix of a large variety of ele-ments and tools for each individual student. Educational technology thus does not replace instruc-tors; it merely frees them to humanize the educa-tional process. (Half the document consists of explanatory notes of terminology used in the text.)

ED 117 364 CE 005 987

Dudgeon, Paul J.

A Bibliography on the Implementation and Management of Individualized and Personalized Education Programs.
Pub Date Sep 75
Note—15p.; For related document, see CE 005

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors— *Bibliographies, *Fducational Programs, Individualized Instruction, *Individualized Program Administration, Program Design, *Program Development, Program Planning, Student Evaluation

The bibliography contains entries for approximately 150 books, articles (one in French), symposia, monographs, ERIC documents, reports, handbooks, manuals, dissertations, and unpublished papers dealing with the implementation and management of individualized and personaland management or individualized and personal-ized educational programs. Most of the works listed were published since 1971; none before 1956. Under separate headings the document also lists two other relevant bibliographies and nine appropriate journals, monographs, and miscel-lineaux entries. (18). laneous entries. (JR)

ED 117 365 Adult Basic Education in Nebraska: Administrator

Comparison Study. Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Educa-

tion, Lincoln. Div. of Adult Education. Pub Date 1 Oct 75

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors-*Administrative Personnel, ministrative Problems, Administrator ministrative Problems, Administrator Background, *Administrator Characteristics, Administrator Education, Administrator Evaluation, *Adult Basic Education, Adult Education, Adult Educators, *Comparative Analysis, Educational Needs, Program Administration, Questionnaires, *State Surveys, Tables (Data) Identifiers-*Nebraska, Part Time Administrators

Nebraska Adult Basic Education (ABE) program administrators have been studied in terms of their general characteristics and part-or full-time positions in an attempt to gather data to assist in future program development, administra-tor recruitment, and administrator training programs. A questionnaire was sent to all known administrators in the State, with a 93.44% return. ministrators in the State, with a 93.44% return. Four major sections sought information regarding: (1) demographic/biographic data; (2) the nature of each respondent's program, including problem evaluation; (3) administrator task analysis; and (4) perceptions of competencies and need for additional education. Data analysis is presented in 19 tables and major findings are enumerated. Most administrators were found to be male, part-time, between 30 and 50 years old, having some graduate training, and no specific training for adult education work. A variety of competency training and educational needs were uncovered, with part-time people indicating more uncovered, with part-time people indicating more need in this area. Results are stated in a variety of formats, and recommendations include that the State Department should continue to seek addi-tional funding for hiring full-time administrators. The questionnaire, location of courses and programs, high school equivalency diploma statistics, and 1970 Census information regarding Nebraska's educationally disadvantaged adults are appended. (LH)

ED 117 366 CE 005 989 Adult Education Teacher Workshop. (University of Nebraska, June 16-27, 1975). Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Educa-tion, Lincoln. Div. of Adult Education. Pub Date 1 Oct 75

Note—46p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Adult Education, Conference Reports, Educational Programs, Inservice Teacher Education, Participant Satisfaction, *Program Content, Self Evaluation, Small Group Instruction, *Teacher Workshops, Teaching Methods, Values

The document describes a workshop designed to provide participants with information, competencies, and skills pertaining to working with adult learners. Eleven persons from central and western Nebraska participated. The workshop's program included participants' self-appraisal of their competencies and their involvement in the their competencies and their involvement in talk sessions and small group work sessions.

Workshop requirements included developing a plan and evaluation scheme for an adult education program and a workshop project (such as planning, implementing, and evaluating a pro-gram, course, or conference; evaluating an existing program; or keeping a log of readings in periodic literature related to a specific aspect of adult education). Three resource persons con-ducted special sessions on basic educational media, values clarification, and methods and materials. Participants evaluated the workshop in-dividaully on special forms and in small groups in open-ended sessions. The report includes a brief open-ended sessions. Ine report includes a orier description of the program and participants, a five-page glossary of terms, a one-page bibliog-raphy, the conference schedule, a six-page outline of the workshop's rationale and requirements, and the participant evaluation of the conference. Appendices (12 pages) provide a participant list, a self-evaluation form, learning activity guidelines, project suggestions, and a basic educational media workshop worksheet. (JR)

95 CE 005 990

Manzo, Anthony V. And Others

Personality Characteristics and Learning Style
Preferences of Adult Basic Education Students.
Research Monograph.

Missouri Univ., Kansas City. Center for Resource

Development in Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant-OEG-73-5213

Note—43p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Adult Basic Education, Adult Learning, *Adult Students, Individual Charac-teristics, *Learning Characteristics, Learning Processes, Participant Characteristics, Personality Assessment, Personality Studies, *Personality Tests, *Student Characteristics, Test

Identifiers—Learning Preference Inventory Luscher Color Test, Manzo Bestiary Inventory Inventory.

The study described in the report identifies personality characteristics and learning styles of adult basic education (ABE) students on basis of three instruments: the Luscher Color Test, the Manzo Bestiary Inventory, and the Learning Preference Inventory. The volunteer sample consisted of 83 ABE students. Subsample comparison groups consisted of sixth graders, stock brokers, and GED students. Data on the total of 158 subjects were analyzed by computer to display individual and group profiles. Results of the Luscher Color Test indicated a sense of of the Luscher Color lest indicated a sense of fragileness, a slight degree of social-emotional de-pendency, and a need for healthy release from tensions on the part of the ABE students. The Manzo Bestiary Inventory findings corresponded to the Luscher findings but also indicated a need for ABE student to general highly negressive and for ABE students to appear highly aggressive and cautions about intimacy with others. The Learning Preference Inventory indicated their preference to learn by direct teaching approaches preterence to learn by direct teaching approaches such as lecture, tutoring, and group interaction rather than by less direct approaches. The study concluded that ABE students are like other segments of society, especially those with newly heightened aspirations. Unlike other undereducated adults not enrolled in ABE classes, how-ever, ABE students are probably more aggressive, intense, and conflict-prone. (Author/JR)

Wilson, Susan E.
The Status of Women in the Adult Education Association of the United States of America. Pub Date Jun 73

Pub Date Jun 13 Note-30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Adult Education, Educational
Background, Equal Opportunities (Jobs),

*Fernales, Income, *National Surveys, Participation, *Sex Discrimination, *Status
Identifiers—*Adult Education Association, AEA

The study's purpose was to gain information regarding the status of women in the field of adult education. Questionnaires were mailed to a ran-domly selected sample of 1,312 members of the Adult Education Association (AEA) to determine general member characteristics and male/female differences in income, educational levels and aspirations, participation levels, and awareness of sex discrimination. Based on a 70.8% response return, the survey indicated an approximately return, the survey indicated an approximately 60% male membership with a median age of 43.3 years for men and 50.2 years for women. A female earnings gap of approximately \$1,500 extend for 11-12 month employment and approximately \$3,000 for 9-10 month employment. Advanced degrees were held by 75.4% of male members and 70.9% of female members, male members were significantly more active at the national level. An awareness of some type of sex discrimination was indicated by 47.7% of the women and 28.1% of the men. Females responses to being a victim of sex discrimination were indicated concerning hiring, promotions, and sala-ries. Recommendations included more research in specific areas of adult education, a review of graduate school policies, legal action by the dis-criminated, and female recruitment for high administrative posts. The survey instrument is ap-

ED 117 369 CE 006 001 A New School of Health Professions. Volume 1. Final Report. University of the Pacific, Stockton, Calif. School of Medical Sciences.

of Medical Sciences.
Spons Agency—Health Resources Administration
(DHEW/PHS), Bethesda, Md.
Pub Date Jan 75
Note—261p; For Volume 2, see CE 006 002
EDRS Price MF \$0.83 HC \$14.05 Plus Postage

Descriptors—Coordinators, Curriculum Develop-ment, Dentists, Educational Innovation, Educational Programs, *Health Occupations Educational Programs, "Health Occupations Educa-tion, "Interdisciplinary Approach, "Medical Education, Pharmacists, Physicians, Profes-sional Education, Program Administration, Pro-gram Content, "Program Descriptions, "Pro-gram Development, Program Planning, Social Workers

Identifiers-Nurse Practitioners, School of Health Professions, SHP

The report describes and evaluates the concept and implementation of an interdisciplinary School of Health Professions (SHP) as well as its key educational features and financial requirements. SHP focuses on primary health care, interprofessional education and care-delivery, and self-paced curricula. Six types of health professions com-prise the initial student body: primary-care physicians, primary-care dentists, nurse practitioners, clinical pharmacists, graduate social workers, and health care coordinators. The University of the Pacific's program prepares students to deliver the specific kinds of primary-care services required in professional practice. The following aspects of the SHP are discussed: (1) roles and responsibilities, selection, and orientation of faculty; (2) criteria and procedures for student selection; (3) SHP organization and governance; (4) systematic procedures for evaluating students, curriculum, faculty, administrators, and the organizational structure; (5) a communications system for the flow of information among the people involved in SHP; (6) steps for developing a full curriculum; (7) the support and participation of health professionals during the feasibility study; (8) requirements for accreditation and licensure in California; (9) the stages in the implementation of SHP; (10) financial projections; and (11) remaining tasks. A list of sites visited and a bibliography are included. (Author/EC)

ED 117 370 CF 006 002 A New School of Health Professions. Volume 2. Appendices to the Final Report.
University of the Pacific, Stockton, Calif. School

of Medical Scie

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date Jan 75

Pub Date Jan 75
Note—226p; For Volume 1, see CE 006 001
EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage
Descriptors—Administrative Organization, *Curriculum Development, Educational Programs, *Guidelines, *Health Occupations Education, Medical Education, Professional Education, Program Content, *Program Descriptions, *Program Development, Program Planning Identifiers—School of Health Professions, SHP
The document contains 22 appendives which

The document contains 22 appendixes which were cross-referenced in the final report of a study on the University of the Pacific's inter-disciplinary program called School of Health Professions (SHP). Items include the following: (1-A) obesity study guide; (1-B) diabetes mellitus study guide; (1-C) hypertension study guide; (2) identification and priorization of health care problems; (3) the clinical units; (4) SHP external organizational options; (5) sample affiliation arrangement with clinical facilities for educational experiences for SHP students; (6) flow of information within the communication systems; (7) examples of problem, task, and learning resources catalogs; (8) problems in using catalog approach for tasks; (9) task matrices; (10) task utilization for tasks; (9) task matrices; (10) task untration problems; (11) examples of task descriptions and extended task names; (12) the curriculum development process; (13) report of the task force for the consideration of SHP at the Pacific Medical Center/University of the Pacific Medical Center/University of of feasibility study for SHP at PMC/UOP; (14) final portion of feasibility study for SHP at PMC/UOP; (15) resources and services of the Pacific Medical Center; (16, A) services of the Pacific Medical Center: (16-A) details of determining SHP faculty requirements at full operational level; (16-B) determination of educational space and capital requirements for SHP at full operation level; and (16-C) explana-tion of income projections for SHP. (EC)

ED 117 371 CE 006 003

Hiemstra, Roger
The Older Adult and Learning.

Nebraska Univ., Lincoln. Dept of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Educa-tion, Lincoln. Div. of Adult Education. Pub Date 1 Sep 75

Note-113p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Programs, *Data Analysis, *Educational Interest, *Educational Needs, Field Interviews, Individual Needs, *Older Adults, Tables (Data) According to recent census figures, 10% of today's population are over 65 years old. It has often been stated that individual learning needs and capabilities decline with age. To challenge this idea, a study was conducted to gather infor-mation about older adults, their learning interests, activities, and obstacles. Four hypotheses were tested through a series of interviews with 256 adults (55 and over) in Nebraska. The interview schedule was tested for reliability and validity. Data were analyzed utilizing tables with frequencies, percentages, and mean scores as well as a crossbreak analysis and t-test of significance for testing some hypotheses. Data from the study revealed a need for more suitable continuing education programs based on the following findings: (1) obstacles to learning selected most often were "don't like to go out at night." "not enough time," "cost," "home responsibilities," and "job responsibilities;" and (2) courses selected as an responsibilities; and (2) courses selected as an indication of learning interests included "Stretching Your Retirement Dollar," "Tax Benefits for Older Americans," "Outdoor Flora",
"Medical Care in the Retirement Years," and "Laws Affecting the Aged." The study's design. findings, recommendations, and implications of the study are presented. Data collection materials, miscellaneous tables, and comparison data on learning projects are appended. (Author/EC)

ED 117 372 95 CE 006 004 Career Orientation Curriculum Supplement for Grades 7-8.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Pub Date 74

Note-406p.; For Curriculum Supplement for grades 9-10, see CE 006 005

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage Descriptors—Activity Units, *Career Awareness, Career Education, Career Planning, Curriculum Guides, Grade 7, Grade 8, *Instructional Materials, Integrated Curriculum, *Junior High Schools, *Learning Activities, Unit Plan, *U-nits of Study (Subject Fields), Vocational Development

The supplement to the Career Orientation Curriculum Guide: 7-8 provides actual units of instruction which have been utilized in career orientation programs throughout the State of Ohio. In general, the units contain teacher and student objectives, student activities, teaching procedures. procedures, information on career opportunities in specific fields, and resource lists. These items, for some of the units, are presented in chart form. Some of the units contain instructional material for use with the activities. The units are organized around the following subject areas: art, guidance, health, home economics, industrial arts, integrated units (concerned with the seven basic developmental areas of self, the individual and the environment, economics, world of work, education and training, employability and work adjustment skills, and vocational decision making), language arts, math, music, science, social stu-dies, and typing. (Author/MS)

95 ED 117 373 CE 006 005 Career Exploration Curriculum Supplement for Grades 9-10.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Note—186p.; For Curriculum Supplement for Grades 7-8, see CE 006 004

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage Descriptors—Art, Career Education, *Career Exploration, Career Planning, *Curriculum Poloration, Career Planning, *Curriculum Guides, Electricity, Home Economics, Horticulture, *Integrated Curriculum, Journalism, Languages, *Learning Activities, Mathematics, Ocguages, "Learning Activities, Mathematics, Oc-cupational Information, Photography, "Secon-dary Education, Simulation, Social Studies, Unit Plan, Units of Study (Subject Fields) The supplement to the Career Exploration Cur-

riculum Guide: 9-10 presents concrete ap-proaches that school districts in Ohio are utilizing to implement and integrate career exploration throughout the curriculum. The lessons and units in the supplement contain objectives, learning activities, suggested teaching procedures, and resource lists. Specific information on skills required for certain jobs is provided. Some of the content is presented in chart form. The supplement is organized into seven major sections: in-tegrated career exploration simulations (45 pages) consisting of outlined guidelines for mathematics, science (electricity), and social studies (urban government, economics); career exploration lessons (54 pages) in home economics, journalism, foreign languages, and art; and career

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exploration units (60 pages) offering learning packets for jobs in photography, advertising, and horticulture. A nine-page decision-making unit entitled "Know Thyself" and a brief hands-on implementation guide conclude the document. (Author/MS)

CE 006 006 ED 117 374 Mumford, Donald, Ed.

Career Education: Suggested School-Industry Programs. Warren City Schools, Ohio.

Pub Date [75]

Note—30p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Planning, Elementary Education, "Cooperative Planning, Elementary Education, "Elementary Secondary Education, Guidelines, Industrial Education, Industry, Manufacturing Industry, Models, Program Coordination, "Program

Models, Program Coordination, *Program Development, Program Guides, School Community Cooperation, *School Industry Relationship, Secondary Education Identifiers—*General Motors Corporation, Ohio The document, produced to aid Ohio communities in linking their schools kindergarten through secondary career education (CE) programs with the needs and interests of local General Motors (GM) plants, defines some central concepts of career education and discusses tral concepts of career education and discusses successful, cooperative interaction between industry and career education. The focus throughout the brochure is on various aspects of GM operations. The following concept areas are to guide the development of school-industry cooperation: (1) education and training as related to one's career choice, (2) economics as related to career choice and the responsibility of the worker to industrial economics, (3) employability and work-adjustment skills, and (4) the sequence of development of decision-making skills. Three out-lines for linkage are offered: (1) implementation lines for linkage are offered: (1) implementation of CE-GM Corporation linkage; (2) format for development of local career education: GM plant-city programs; and (3) suggested list of student performance objectives to aid in evaluating CE-GM linkage activities. Activities are suggested for plant involvement in career education programs, and a sample career education progra a Packard electric division is outlined. A map illustrates the relationship of Ohio career ed tion program sites to General Motors Corporation plant sites. (Author/AJ)

ED 117 375 CE 006 007 Career Development: A Course of Study Recommended for Ninth Grade.

Idaho State Dept. of Education, Boise.; Lewis-Clark State Coll., Lewiston, Idaho. Pub Date 72

-219p.; The career awareness circle graph in the appendix will not reproduce clearly microfiche

EDRS Price MF-\$0.83 HC-\$11.37 Plus Posts Descriptors—Career Awareness, *Career Educa-tion, Career Exploration, *Career Planning, Course Content, *Curriculum Guides, Educational Objectives, Grade 9, Learning Activities, Lesson Plans, Occupational Information, *Resource Guides, Secondary Education, Self Evaluation, Teacher Developed Materials, Unit Plan, *Vocational Development

The Career Development guide for teacher use in Grade 9 was developed and evaluated with the help of classroom teachers in Idaho in response to the need for additional emphasis on career awareness and exploration and for opportunities for career planning. It is intended as a basic core and focuses on both the personal and world of and tocuses on both the personal and world of work aspects of career development. The docu-ment opens with an 8-page teacher's quide ex-plaining the course outline, with suggestions for presenting and supplementing the basic core and a suggested sequence of lessons for integrating the three components. The body of the document contains lesson plans in the three component areas: self understanding (52 lessons focusing on economic, social, and psychological reasons for work, a study of general personality traits with reference to job selection and success on the job, and lifestyles); occupational information (46 lessons focusing on types of occupation, employment qualifications, and career exploration); and implementing career plans (24 lessons focusing on occupational choice, planning for employment or further education, and obtaining and keeping a job). Each lesson guide includes aims and objectives, procedures and activities, and resources and references. Supplementary material and detailed lists of resource materials and supplies are appended. (BP)

ED 117 376 CE 006 008

ED 117 376 95 CE DOUGOE

Turner, B. Carol Mueller, Richard C.

(MICE Project]: Macomb Intermediate Career

Education Dissemination Support System.

Macomb County Intermediate School District,
Mount Clemens, Mich.; Michigan State Dept.

of Education, Lansing. Vocational Education
and Career Development Service.

School Agency—Office of Education (DHEW).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau No—31C5-21184; 3654

Pub Date Jul 75

Note—129p.

Available from—Macomb Intermediate School
District, 44001 Garfield Road, Mt. Clements, Michigan 48043 (\$5.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors—*Career Education, Educational Objectives, *Inservice Education, Post Testing, Objectives, *Inservice Education, Post Testing, Pretests, Program Coordination, *Program Development, Program Evaluation, *Regional Planning, Regional Programs, *School Districts Identifiers—Michigan, Project MICE

The Macomb Intermediate Career Education

(MICE) regional project was designed to provide a network of coordination, technical assistance, and leadership to assist local education agencies in developing career education programs. Twenty school districts participated in the project which utilized inservice training, task forces, and local work session teams. Project goals were: to identify services necessary for regional coordination of career education in constituent districts; to select and pilot test strategies to facilitate development, adoption, and implementation of career educaadoption, and implementation of career educa-tion objectives; and to plan a strategy for local education agencies to adopt and develop career guidance plans. Evaluation of inservice training by pre- and posttest and self-assessment indicated that the majority of the participants increased their basic career education knowledge. There was evidence also of functioning committees to form a basis for future career education efforts. Approximately 100 pages are appendixes consist-ing of: pre- and posttest survey, agenda for inser-vice training programs, survey to rate materials disseminated, opinionnaire to evaluate inservice training sessions, directory of district team mem-bers, and extensive task force reports (communication and reporting, computer usage, assessment and evaluation, goals and objectives, infusion, and career guidance). A copy of the Career Development Inventory, Form 1, also is included.

ED 117 377 Friedman, Barry L. Hausman, Leonard J. Work and Welfare Patterns in Low Income Fami-

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.

(DOL), Washington, D.C. Spons Administration

Pub Date Jun 75 Note—249p.

Note—249p.
EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage
Employment. *Em-Descriptors—Demography, Employment, *Employment Patterns, Employment Problems, Income, Labor Force Nonparticipants, Labor Market, Legislation, Low Income, *Low I

come Groups, Manpower Development, *Policy Formation, Predictor Variables, Public Policy, Social Mobility, *Social Science Research, Unemployment, Welfare, *Welfare Recipients,

Welfare Services

The study's objective were: (1) to describe the patterns of work and welfare experience in low-income families and to explain their causes, and (2) to apply the findings to the policy problem of deciding which groups of welfare recipients should be required to work and provided with what mix of manpower services. The effectiveness of work registration requirements was analyzed. The intention was to isolate the extent to wh the welfare system itself causes job instability. The data sources were the Graduate Work Incentive (Negative Income Tax) Experiment and the Panel Study on Income Dynamics. The many findings are reported in terms of (1) work patterns, (2) the effects of welfare on work, and (3) welfare dependency. It was learned that those

who can and cannot work are not easily distinwho can and cannot work are not easily distinguished on the basis of characteristics that could be specified. Labor market problems are not clearly linked with demographic characteristics. Overwhelmingly, males in the low-income population move from welfare to work on their own, and so, apparently, do most female heads of low-income families, over time. However, there is much movement from work to welfare, and little movement out of the low-income ranges. (Author/AJ)

ED 117 378 Sung, Betty Lee CE 006 010

Sung, Betty Lee
Chinese American Manpower and Employment.
City Univ. of New York, N.Y. City Coll.
Spons Agency—Manpower Administration
(DOL), Washington, D.C. Office of Research

and Development.
Report No-DLMA-21-36-73-13-1

Note—373p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (no price

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage Descriptors—Biculturalism, *Census Figures, Chinese, *Chinese Americans, *Cultural Factors, Demography, *Employment Patterns, Ethnic Groups, Ethnic Studies, *Immigrants, Income, Manpower Development, Manpower Utilization, Occupational Surveys, Racia Discrimination, Socioeconomic Influences, *Socioeconomic Status, Tables (Data), Work Attitudes Attitudes

A study of the economic characteristics and occupational status of the Chinese in the United States, based primarily on a special tabulation of the 1970 census, has resulted in a demographic profile of this bicultural and physically distinct profile of this dicultural and physically distinct ethnic group. Potential improvement and expansion of the occupational sphere of the Chinese is discussed in terms of cultural aspects. Extensive tabulation accompanies the text, including 89 tables, 7 charts, and 9 maps. Each of the 14 chapters contains a list of findings relating to employment aspects of the Chinese; titles include: (1) ment aspects of the Chinese; titles include: (1) Patterns of Chinese Immigration; (2) Foreignborn and Alien; (3) Geographical Dispersion; (4) Educational Level; (5) Labor Force and Occupational Pattern; (6) Working Women; (7) Chinese in Government Work; (8) Unions a Major Hurdle; (9) Income; (10) Unemployment and Underemployment; (11) The Chinese Work Ethic; (12) Self-employment and Small Business; (13) Cultural Bazeage: and (14) Racism Modified. Cultural Baggage; and (14) Racism Modified. A listing of 34 summary findings, cultural anchors and differences, and 24 recommendations are provided, with four tables appended. It is stated that the study may be useful to social scientists, government agencies, administrators, and social service organizations. (LH)

ED 117 379 CE 006 011

Marshall, Ray And Others
Training and Entry Into Union Construction. R
and D Monograph 39.

Manpower Administration (DOL), Washington,

Report No-R&D-Mono-39 Pub Date 75

Pub Date 75
Note—216p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 029-000-00239-8,

\$2.80)
EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
Descriptors—*Apprenticeships, *Building Trades,
Comparative Analysis, Construction Industry,
Craftsmen, *Employment Qualifications, Employment Statistics, Entry Workers, Individual
Characteristics, Industrial Training, Interviews,
*Labor Unions, Minority Groups, Occupational
Information, Occupational Surveys, *On the
Iob Training Surveys, Tables (Data)

Intornation, Occupational Surveys, On the Job Training, Surveys, Tables (Data)

The study focuses on the issue of entry into building trades unions, detailing union procedures and standards, journeyman's background, and comparing training routes. Various basic construction trades were investigated: bricklayers, carpenters, electrical workers, ironworkers, plum-bers and steamfitters, and sheet metal workers. Data were collected through interviews and surveys. About 49% of the journeymen interviewed (from a total of 1,234) had served apprenticeships and were younger, better educated, more likely to have friends and relatives in the trade,

and learned the trade faster than those trained informally. Craftsmen obtain work in the jurisdiction of most building trades local unions in four ways: graduation from an apprenticeship program, admission to the union as a journeyman or by being upgraded into the union's construction branch, transfer from other locals, and working under temporary permits. A large majority of informally trained journeymen learned their trade either by working as laborers or helpers or by working on the job in open shops. The study pro-vides strong evidence that apprenticeship training gives construction craftsmen considerable advantage over the informally trained. Sixty-six tables illustrate minority representation union entry requirements (by trade) and other comparative ta. A bibliography, list of persons interviewed, d survey instruments are appended. survey

ED 117 380 CE 006 012 Collective Bargaining for Public Managers (State and Local): Case Materials.

Civil Service Commission, Washington, D.C.

abor Relations Training Center.

Note-134p.; For the Instructors Manual and the Reference Materials, see CE 004 550 and CE 006 013

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 006-000-00844-5, \$8.75 per 3-part set-sold in sets only)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—City Officials, *Collective Bargaining, *Industrial Relations, *Instructional Materials, Labor Unions, *Management Education, Public Officials, *Collective Building Officials, *Collective Collective Public Officials, *Collective Public Officials, *Coll Guides, Supplementary Textbooks, Unit Plan
The book contains exercises for the partici-

pants in a collective bargaining course designed to assist public sector managers in attaining a stable and productive labor relations environment. Each exercise has been keyed to an appropriate point in the instructor's manual. A number has been assigned to each exercise; the exercise is designated as "CM" to denote "Case Material", a in numeral which corresponds to the unit in which it is used, and an arabic numeral which places it in sequence with the rest of the materials in the unit. Types of materials include quizzes, completion charts, discussion question, and background information on labor situations to be used with the course negotiations simulation and other exercises. The units are: The Collective Bargaining Process: An Overview (1 item); Why and How Workers Join Unions (5 items); Petition, Election, and Recognition Stages (5 items); The Negotiation Process (11 items); Negotiations (Simulation) (3 items); Contract Administration (17 items); and an In-Basket Exercise. It is recommended that each course participant have a copy of the book. (Author/MS)

ED 117 381 CE 006 013 Collective Bargaining for Public Managers (State and Local): Reference Materials.

Civil Service Commission, Washington, D.C. Labor Relations Training Center.

Pub Date 75 Note-176p.; For the Instructors Manual and the Case Materials, see CE 004 550 and CE 006 012

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 006-000-00844-5, \$8.75 per 3-part set-sold in sets only) EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—City Officials, *Collective Bargain-ing, *Industrial Relations, Labor Unions, *Management Education, Public Officials, *Reference Materials, *Resource Materials, State Officials, Supplementary Reading Materials. Unit Plan

The book contain pertinent articles on various subjects related to collective bargaining. It was developed and the materials specially written for use by instructors in a collective bargaining course designed to assist public sector managers in attaining a stable and productive labor rela-tions environment. Each article has been keyed to the relevant point in the instructor's manual. Each article has also been assigned a number; the article is designated as "RN" to denote "Reference Number," a roman numeral which corresponds to the unit in which it is used, and an arabic numeral which places it in sequence with the rest of the materials in the unit. The units are: The Collective Bargaining Process: An Overview (8 articles); Why and How Workers Join Unions (4 articles); Petition, Election, and Recognition Stages (2 articles); The Negotiations Process (6 articles); and Contract Administration (4 articles). (Author/MS)

ED 117 382

CE 006 016

Bell, T. H. Is Commitment Enough?

Pub Date 31 Oct 75

Note-11p.; Speech prepared for the Annual Meeting of the Adult Education Association of the USA (Salt Lake City, Utah, October 31,

Descriptors—*Adult Education, Citizenship Responsibility, *Community Education, Consumer Economics, *Educational Needs, Educational Objectives, Educational Programs, Educational Objectives, Educational Programs, Education

tional Origetives, Educational Programs, Educational Responsibility, *Remedial Programs
Since two-thirds of all adult learners plan their
own education programs without professional
help, outreach to these learners in their own netp, outreach to these realists in community settings is the next important move-ment in education. Outreach also applies to those many adults who need help simply in coping with everyday life in this complex society. A recent study found that Americans have more trouble with everyday problems in consumer economics than in any other knowledge area, that one-fourth of Americans do not understand their rights and obligations under our system of government, that one-fifth of adults have trouble with occupational knowledge, and that people had more trouble with arithmetic than with any other learning skill tested. The responsibility for rectifying the situatested. The responsibility for rectifying the situation in the case of adults rests with the adult education community. A set of 65 learning objectives covering occupational knowledge, consumer economics, health, community resources, and government and law, which the aforementioned study identified, is the core around which remedial instructional programs can be built. The task in adult education is to find people who would not otherwise seek help on their own and involve them in instructional programs committed to in-novation and change built around real world situations. (JR)

CE 006 017

ED 117 383
The Equal Employment Opportunity Program for Federal Nonconstruction Contractors Can Be Improved. A Report Prepared for the Use of the Subcommittee on Fiscal Policy of the Joint Economic Committee, Congress of the United States, Ninety-Fourth Congress, First Session. General Accounting Office, Washington, D.C. Pub Date 5 May 75
Note—1030.

Note—103p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Administrative Problems, *Civil Rights Legislation, *Equal Opportunities (Jobs), Federal Legislation, *Federal Programs, *Industry, Program Administration, Program Effectiveness, Program Evaluation, *Program Improvement, Racial Discrimination, Sex Dissipations of the Program Improvement, Racial Discrimination, Sex Dissipation, Program Improvement, Racial Discrimination, Sex Dissipation, Program Improvement, Racial Discrimination, crimination

crimination (Identifiers—Compliance Agencies, *Nonconstruction Industry The report reviews the effectiveness of management of the Federal contract compliance

program in the nonconstruction industry. The fol-lowing areas were evaluated: (1) Department of Labor guidance to and control over the 13 other Federal agencies assigned compliance review responsibility for nonconstruction contractors, compliance agencies' efforts in implementing the Department guidelines for conducting com-pliance reviews and complaint investigations, (3) application of enforcement measures available to the compliance agencies, and (4) coordination of compliance review and complaint investigation activities between the Department and the Equal Employment Opportunity Commission (EEOC). Several areas that need improvement in the Department's administration of the program and weaknesses found in the compliance agencies' implementation of the nonconstruction program are discussed. The problems of coordination between Department, the compliance agencies, and EEOC were due to lack of information exchange and duplication of some compliance activities at contractor facilities. An analysis of comments from the Department, Department of Defense, and General Services Administration are presented. Recommendations to the Secretary of Labor are included. Appended materials include coorespondence, reviews, and comments related to the report. (Author/EC)

ED 117 384 Nurse Training Act of 1975. Report Together with Additional Views and Minority Views [to Accompany H.R. 4115], Ninety-Fourth Congress, First Session, House of Representatives.

Congress of the U.S., Washington, D.C. House.

ort No-R-94-143 Pub Date 10 Apr 75

Note—71p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Educational Finance, *Educational Legislation, *Educational Programs, *Federal

Legislation, *Educational Programs, *Federal Aid, Federal Legislation, Financial Support, Grants, Health Occupations Education, *Nursing, *Program Proposals Identifiers-*Nurse Training Act 1975
The report on the Nurse Training Act of 1975 focuses on the legislation to provide funds for nursing education through an amendment of title VIII of the Public Health Service Act. It proposes to continue, without change, for fiscal year 1975 the nurse training authorities of title VIII of the Act and to continue the authorities for fiscal Act and to continue the authorities for fiscal years 1976-78 with modifications designed to meet the current needs in nursing. Support to schools include grants and interest subsidy payschools include grants and interest subsidy pay-ment for construction of nursing education facili-ties, institutional support in the form of capitation grants, financial distress grants, nursing student loans and scholarships, special project grants, professional nurse traineeships, contracts for improvement in nurse training, advanced nurse training programs, and nurse practitioner programs. A copy of a communication from President Ford which disapproves with the amendment due to economic needs of other priorities is included. A 46-page section focuses on a detailed analysis of the Act. Additional and minority views related to the passage of the bill are included. (Author/EC)

ED 117 385 CE 006 019

Paulston, Rolland G. Folk Schools in Social Change: A Partisan Guide to the International Literature. Pub Date 74

Note-194p

МΙ

Note—194p.
Available from—University Center for International Studies, Publications, University of Pittsburgh, Pittsburgh, Pennsylvania 15260 (\$3.50-U.S., \$4.00--Canada and Oversea, 20%
discount for orders of 10 or more)
Document Not Available from EDRS
Descriptors—Adult Education, *Annotated
Bibliographies, Change Agents, *Educational
Alternatives, Educational Assessment, Educational Innovation, Educational Methods, Edu-

tional Innovation, Educational Methods, Educational Objectives, *Folk Schools, *Foreign

Countries, *Relevance (Education), Social Change, Social History
A partially annotated bibliography of literature dealing with folk schools throughout the world has been arranged under the following heading: (1) philosophical and historical material; (2) folk schools in social movements; (3) area and schools in social movements; (3) area and developmental studies; (4) methods and materi-als; and (5) related materials on popular educa-tion, social movements, and social change. Folk schools are defined as a type of residential adult education carrying out both adjustive and social change-oriented programs. Emphasis in this guide is placed particularly on those seeking new social, economic, or cultural relations, and also on those trying to adjust students to existing reality or to defend an ethnic minority or subculture. The compiler states that this collection on the folk school experience in different national settings offers a research tool to facilitate examination of the contribution of folk schools to induced change. Where appropriate, code letters have been included to indicate geographical areas mentioned in the work. Within each section the entries are listed alphabetically by author. Author and geographical area indexes are provided. (LH)

ED 117 386 Developmentally Disabled Assistance and Bill of Rights Act, 1975. Hearing Before the Subcom-mittee on the Handicapped of the Committee on Labor and Public Welfare, United States Senate. Ninety-fourth Congress, First Session on S. 462.
Congress of the U.S., Washington, D.C. Senate
Committee on Labor and Public Welfare.

Pub Date 18 Mar 75
Note—613p.; Some exhibits will not reproduce
well due to small, broken type
EDRS Price MF-51.16 HC-\$32.81 Plus Postage
Descriptors—*Federal Legislation, *Physically
Handicapped, *Public Health Legislation, Wel-

Identifiers-

Identifiers—*Senate Hearings
The full hearing to amend the Developmental Disabilities Services and Facilities Construction Disabilities Services and Facilities Construction Act to Revise and Extend the programs authorized by that Act and related Bill is presented. The full texts of S. 462, S. 1194, and J.R. 4005, three pieces of legislation proposing to revise and extend the Developmental Disabilities Act, are given and take up 515 pages of the document. S. Report 94-160 discusses background information, purposes, needs, and hearings regarding S. 462 and serves to accompany that legislation. It describes in detail Title Insastiatore for Persons with Developmental Disabilities. Assistance for Persons with Developmental Disa-bilities and Title II--Bill of Rights for Mentally Retarded and Other Persons with Developmental Disabilities and provides a section by section analysis. Assistant Secretary for Legislation, DHEW, Stephen Kurzman's statements before the subcommittee regarding the various bills and disabilities programs are presented, as well as his responses to questions posed by members of the subcommittee. The full texts of prepared statements by various national organizations and re-lated communications regarding S. 462 are included. (LH)

ED 117 387 CE 006 021

Imel, M. Susa Adult and Continuing Education. A Bibliographic Guide to the University of Michigan Libraries. Pub Date 75 Note-157p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage Descriptors—*Adult Education, *Bibliographies, *Library Collections, Library Guides, Resource

Identifiers--*University of Michigan Libraries

The bibliographic guide attempts to compile the principal resources (i.e., all books and periodicals) in adult and continuing education and related areas held by the University of Michigan Library system. It is divided into the following subject categories: general works; in-stitutional forms; methodology, teaching, learn-ing, and curriculum; administration and program planning; gerontology; remedial; community development; media; international and comparative; trends and movements; periodicals and seri-als; and other sources. Items are listed alphabetically by author, within categories. Entry is ac-complished by a Library of Congress call number. If the item is held by a divisional library, it is processed by an abbreviation indicating the library in which it is located, with library abbreviations identified. A listing of other sources availa-ble is included and encompasses governmental agencies, international organizations, professional associations and societies, specialized agencies and organizations, and academic resources and centers. (LH)

ED 117 388 CE 006 027 Ailer, Audrey J. And Others
Career Development Exemplary Project. The First
Draft of a Curriculum Guide for Grade Nine.
District of Columbia Public Schools, Washington,

Spons Agency-Office of Education (DHEW), Washington, D.C. Note-201p.; For related document, see CE 006

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage Descriptors—Career Awareness, Career Educa-tion, *Career Exploration, Career Opportunities, Career Planning, Communication Skills, *Curriculum Guides, *Grade 9, *Learning Ac-

"Curriculum Guides, "Grade 9, "Learning Activities, Role Playing, Secondary Education, Unit Plan, "Vocational Development
The guide represents an effort to implement the first phase of an exploration of careers curriculum designed to provide in-depth exploration of jobs previously surveyed by students in the seventh and eighth grade career awareness phase of the program. The following three units are included for each of 11 subject areas: an awareness unit 4 to 9 weeks in length through which the unit, 4 to 9 weeks in lenth, through which the student takes another look at himself and at the subject he is studying in terms of its relevancy to the 10 identified clusters of career opportunities; a communications unit, 9 to 14 weeks in length,

during which the student has an opportunity to focus on what each subject contributes to his acquisition of communication skills necessary for success in each cluster of career opportunities; and an exploration unit (one semester in length) and an exploration unit (one semester in length) which provides each student an opportunity to assume a number of the job roles for which a particular subject prepares him. Each of the three types of units contains objectives, activities, materials and resource lists, and suggested evaluation measures. The subject areas covered the containing the co in the units are art, business, electronics, English, graphic communications, home economics, mathematics, music, science, social studies, and woodworking. (Author/MS)

ED 117 389 CE 006 028 Career Development Exemplary Project. Tour Guide (First Draft).

District of Columbia Public Schools, Washington,

Spons Agency—Office of Education (DHEW), Washington, D.C. Note—100p.; For related document, see CE 006 027

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—Career Awareness, Career Educa-tion, Career Exploration, *Elementary Secon-dary Education, *Field Trips, *Instructional

Trips Identifiers—*District of Columbia The tour guide was developed to assist class-room teachers in planning hands-on activities to complement and extend the work of the classroom. Each page lists information about a dif-ferent institution or industry in the Washington, ferent institution or industry in the Washington, D.C. area that can be toured. Information includes the name and address of the place to be visited, name of a person to contact for information, recommended grade level, subject areas for classroom correlation, what is available to be seen, visiting hours, age restrictions, tour prices, facilities available, and suggested preparation of students before the tour. (Author/MS)

CE 006 029 ED 117 390 95 Career Education Microfiche Collection Catalog.
California State Dept. of Education, Sacramento.
Career Education Task Force.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Jan 75

Pub Date Jan 75
Note—38p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Adult Education, "Career Education, "Catalogs, Community Colleges, Curriculum Guides, Curriculum Research, Elementary
Secondary Education, "Instructional Materials,
"Microfiche, Occupational Guidance
Identifiers—"California

The catalog contains titles of curriculum, instruction, guidance, and management materials for career education available in microfiche forfor career education available in microfiche format. The compilers state that the materials vary in quality and format. Some are professional documents, while others are early unpolished drafts. The catalog has three major sections. A subject index, covering 58 subject areas, is organized by age span (elementary, secondary, community college, and adult). An institutional index identifies where the materials were developed (25 institutions in California). A one-page section lists position papers and managedeveloped (25 institutions in California). A one-page section lists position papers and manage-ment documents. The listing of materials gives a code for use (teacher, student, counselor, ad-ministrator, or a combination of uses). An asterick is used to signify that the unit can be utilized in an interdisciplinary approach. The number of pages in each item is indicated. Infor-mation on using the catalog and on ordering documents is also included. The CE numbers cited are document control numbers used by the cited are document control numbers used by the Educational Resources Information Center, not ERIC Career Education Clearinghouse numbers. (Author/MS)

ED 117 391 A Comprehensive Vocational Education Program for Career Development in Leon County, Final Report, Volume 1. Program Performance Re-

Leon County Schools, Tallahassee, Fla.

Econ County Schools, tailanassee, Pia.
Spons Agency—Bureau of Occupational and
Adult Education (DHEW/OE), Washington,
D.C.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education. Bureau No-V361007L

Pub Date Jun 75

Grant—OEG-0-73-3004
Note—209p.; Portions of Appendix C and newspaper clippings in Appendix H will not reproduce well; For other volumes, see CE 006 032-034

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Career Education, *Educational Objectives, *Educational Programs, *Elementary Secondary Education, Program Content, ry Secondary Education, Program Development
*Program Descriptions, Program Development

The document presents an account of project activities that evolved around the development and implementation of career education in Leon County School District, Florida. The purpose of the project was to begin effecting needed educa-tional changes at the K-14 level by developing a comprehensive career education program designed to increase student self-awareness and to develop work attitudes and decision-making skills. Activities in the following areas are reported: (1) program objectives and accomplishments of each resultant program; (2) major activities for: total staff, curriculum, guidance, evaluation, and placement and followup com-ponent activities; (3) problems; (4) publicity activities; (5) dissemination activities; (6) data lection and evaluation plans; (7) staff employ-ment and utilization; and (8) staff development activities and inservice programs for project school personnel. The bulk of the document consists of 160 pages of appended materials which include: program models, objectives, and implementation strategies, and samples of objectives and materials from the Fusion of Applied and In-tellectual Skills (FAIS) project; counselor's record and guidance activities summary forms; placement and followup model, forms, and data; listing of inservice workshops; correspondence; 32-page listing of resource materials provided to pilot schools with cost data; reporting forms and examples of feedback; and publicity activities. (Author/EC)

ED 117 392 95 CE 006 032 A Comprehensive Vocational Education Program for Career Development in Leon County. Final Report. Volume 2. Career Guides for Secondary

Sciences.

Leon County Schools, Tallahassee, Fla.

Spons Agency—Bureau of Occupational and
Adult Education (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tal-lahassee. Div. of Vocational, Technical and Adult Education.
Bureau No-V361007L

Pub Date Jun 75 Grant-OEG-0-73-3004

Note-284p.; For other volumes, see CE 006 031-034

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

EDRS Frice MF-30.63 IIC-315.39 Filis Tostage Descriptors—*Career Education, Career Explora-tion, *Elementary Secondary Education, *Guides, *Integrated Curriculum, Occupational Clusters, *Science Curriculum, Study Guides, Teaching Guides, Unit Plan

Five guides for the implementation of career education elements in the middle school (Grades 6-8) science curriculum are presented. Part 1 opens with a suggested implementation plan and includes unit guides containing suggested learning activities for each grade level, focusing on selected occupational clusters and occupations to provide for in-depth exploration. Part 2 focuses on a career education syllabus for use by middle schools science teachers. Unit guides, with suggested activities and resources, are presented for orientation and exploration in several occupational clusters which can be related to the existing curriculum at each grade level. Part 3 is a career guide for science and Parts 4 and 5 for biology, all at the secondary level. Each career guide is correlated with the text used and contains two parts: (1) teacher's handbook--implementation strategies, objectives, utilization of supactivities and resources, student plementary evaluation form, career clusters, and related ap-pendixes; and (2) student's career guide-directions, objectives, activities, career choices, career clusters selected for exploration, careers correlated with text, evaluation of student out-comes, locally available resource materials, and appended material including information about job application. (Author/EC)

95 CF 006 033 A Comprehensive Vocational Education Program for Career Development in Leon County. Final Report. Volume 3. Career Guide for Foreign Languages. German 1-4.

Leon County Schools, Tallahassee, Fla.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), D.C.; Florida State Dept. of Education, Tal-lahassee. Div. of Vocational, Technical and Adult Education. Bureau No-V361007L

Pub Date Jun 75 Grant-OEG-0-73-3004

Note-250p.; Appendix B in the teacher's guide and several pages in the student career units will not reproduce well; For other volumes, see CE 006 031-034

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—*Career Education, *German, Health Occupations, *Integrated Curriculum, *Language Instruction, Language Programs, Language Skills, Marketing, Mass Media, Oc-cupational Clusters, Occupational Information, Office Occupations, Recreation, Secondary Education, Study Guides, *Teaching Guides,

A module is presented for delivering basic language skills in German at the secondary level in combination with elements of career education, including career awareness/exploration, self-awareness, decision making, employability skills, and job preparation. The module includes a teacher's guide and five student career units (business and office, communications and media, health and related occupations, hospitality and recreation, and marketing and distribution). The teacher's guide includes the following information: strategies for implementing the student units and incorporating related resources, specific ob-jectives/activities of the student units, and descriptions of contents of each unit. Vocabulary quizzes, texts for listening comprehension tests, career exploration form, and a resource list are appended. The student units are based on dif-ferent clusters and consist of two sections: (1) the learning activity package (list of selected occupations, basic vocabulary list, multiple choice basic vocabulary test, skit, supplementary vocabulary, and supplementary activities) written in part in English and German and designed to provide the student with basic skills in the language relative to the occupational unit being studied, and (2) the career research package (information on selected occupations and career ex-ploration form) which provides occupational information and activities to assist the student in exploring a career. (Author/EC)

ED 117 394 95 CE 006 034 A Comprehensive Vocational Education Program for Career Development in Leon County, Final Report. Volume 4. Career Guide for Foreign Languages. Spanish 1-4.

Leon County Schools, Tallahassee, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tal-lahassee. Div. of Vocational, Technical and Adult Education.

Bureau No-V361007L Pub Date Jun 75 Grant—OEG-0-73-3004

Note-246p.; Several pages in the student career units will not reproduce well; For other volumes, see CE 006 031-033

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage Descriptors-*Career Education, Health Occupations, *Integrated Curriculum, *Language struction, Language Programs, Language Skills, Marketing, Mass Media, Occupational Clusters, Occupational Information, Office Occupations,

Percention Secondary Education, *Spanish, Recreation, Secondary Education, *Spanish, Study Guides, *Teaching Guides, Unit Plan A module is presented for delivering basic lan-

guage skills in Spanish at the secondary level in combination with elements of career education, including career awareness/exploration, selfawareness, decision making, employability skills, and job preparation. The module includes a teacher's guide and five student career units (business and office, communications and media, health and related occupations, hospitality and recreation, and marketing and distribution). The teacher's guide includes the following information: strategies for implementing the student units and incorporating related resources, specific ob-jectives/activities of the student units, and descriptions of contents of each unit. Vocabulary quizzes, texts for listening comprehension tests, career exploration form, and resources are appended. The student units are based on different clusters and consist of two sections: (1) the learning activity package (list of selected occupations, ing activity package (that or selected occupations, basic vocabulary list, multiple choice basic vocabulary test, skit, supplementary vocabulary, and supplementary activities) written in part in English and Spanish and designed to provide the student with basic skills in the language relative to the occupational unit being studied, and (2) the career research package (information on selected occupations and career exploration form) which provides occupational information and activities to assist the student in exploring a career. (Author/EC)

CE 006 036

Gorman, Anna M., Ed. Vetter, Louise, Ed.

Career Development of Women.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 75 Note-55p.; Papers presented as part of the commemoration of the tenth anniversary of the founding of the Center for Vocational Educa-

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Career Education, Discriminatory escriptors—Career Education, Discriminatory Legislation, Equal Opportunities (Jobs), Federal Legislation, Females, Nondiscriminato-ry Education, Occupational Aspiration, *Sex Discrimination, *Sex Role, *Sex Stereotypes, *Social Attitudes, *Vocational Development, Womens Studies

The five major papers whose full texts are included address themselves to various topics that can influence the lives of women in their career choices and advancement. Federal Legislation: Impact on Women's Careers, Mary Allen Jolley, discusses sex discrimination, legal gains made over the past 10 years, sex role stereotyping, and vocational education. Management Factors Af-fecting Women's Career Development: The Myth of Shared Roles, Francille M. Firebaugh, presents of Shared Roles, Francille M. Firebaugh, presents statistics regarding women's career patterns and home responsibilities. Stereotyping of Career Development Opportunities: High School Students, Louis Vetter, discusses reasons why professional educators, counselors, and researchers should be seriously concerned with continuing sex role work stereotyping at the high school level. Stereotyping of Career Development Op-portunities: Professional Women, Mary Bach Kievit, discusses where women are as professionals, reasons for their present conditions, and what the trends are. Second Sex Syndrome: Culturally Ascribed Roles, Carol A. Fought, presents societal reflections of women in terms of intelligence, inferiority, passivity, dependency, physical beauty, emotionality, and destiny, and ex-amines career education. References accompany each paper. A bibliography of items related to women's career development is included, together with a list of relevant center publications. (LH)

ED 117 396 CE 006 037 Ryan, T. A.

Ryan, 1. A.
Career Education in Corrections: A National Program of Training and Model Design.
Hawaii Univ., Honolulu.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Pub Date Jul 75

Grant-OEG-0-73-5219

Note-86p.; For related document, see CE 006 038

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors— "Adult Education, "Career Educa-tion, "Correctional Education, Corrective In-stitutions, Delivery Systems, Educational Planning, "Educational Programs, "Models,

Program Development

The program was designed to provide training in adult career education to selected individuals employed in corrections and corrections-related agencies and to develop a generalized planning model with implementing delivery systems of adult career education for correctional settings. The report describes basic training provided in four regional 10-day seminars which equipped participants with basic skills and knowledge for planning, implementing, and evaluating delivery systems of adult career education in correctional ettings. Advanced training provided in a national five-day seminar and 10-day internship for par-ticipants selected from those successfully completing the basic training program is detailed. The advanced training enabled participants to ef-fectively implement leadership roles in the planning, implementation, and evaluation of the correctional programs. The design of the planning model is discussed, including such aspects as test-ing by simulations and internal and external evaluations. The method of designing adult career education delivery systems, utilizing the planning model, is described. As a result of the program, 64 individuals received basic training, 17 received advanced training, a generalized planning model was developed, and 21 delivery system models for correctional agencies in 16 States and Canada were designed. (Author/MS)

ED 117 397 CE 006 038

And Others

Ryan, T. A. And Others

Model of Adult Career Education in Corrections. Hawaii Univ., Honolulu. Spons Agency—Bureau of Adult, Vocational, and

Education (DHEW/OE), Washing-

Pub Date Apr 75 Grant—OEG-0-72-4602: OEG-0-73-4219

Note-313p.; For related document, see CE 006

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—*Adult Education, *Career Educa-tion, *Correctional Education, Corrective Institutions, Delivery Systems, Educational Needs, Educational Objectives, Educational Planning, Flow Charts, Information Processing, *Instructional Systems, Management Systems,
*Models, Program Development, Program
Evaluation, Systems Approach
The model was designed to provide a guide for
systematic planning, implementation, and evalua-

tion of adult career education in correctional settings, utilizing a systems approach. It consists of seven chapters and a flowchart presenting seven major functions which must be carried out (1) establishing a conceptual framework, (2) setting up an information processing system and analyzing data to describe the actual correctional setting, (3) assessing needs for adult career education in such a setting, (4) establishing manage-ment subgoals and objectives to implement major goals, (5) formulating a management plan to op-timize delivery of education, (6) implementing the programs, and (7) evaluating the delivery system and the programs. The flowchart is a graphic representation of the functions. A numer-ical coding system relates the flowchart to the narrative specifications for the model's functions. Directions for using the model are provided. Appended material (59 pages) includes: a glossary pended material (39 pages) includes: a glossary of terms; a bibliography; a list of career educa-tion-related periodicals; information on the development of the model; names of resource personnel, conference and seminar participants, national advisory committee members, and design committee members; and a subject index. (Author/MS)

Apprenticeship Handbook for Educators.
California State Dept. of Education, Sacramento.
Bureau of Industrial Education.

Pub Date 74

Note-145p.

МΙ

Available from—California State Dept. of Educa-tion, 721 Capitol Mall, P.O. Box 271, Sacra-mento, California 95802 (\$3.50)

Document Not Available from EDRS

Descriptors—Administrator Guides, Agency Role, *Apprenticeships, *Educational Administra-tion, Educational Objectives, Federal Legislation, Educational Objectives, Federal Legisla-tion, *Labo Legislation, *Program Administra-tion, School Community Relationship, School Industry Relationship, State Legislation, Teacher Qualifications, Teaching Methods, *Trade and Industrial Education

Identifiers-*California Intended primarily for educators participating in already established local apprenticeship programs, the handbook provides information on the laws and agencies of apprenticeship, its traditions and practices, and administrative alternatives important to the processor. plemented in various programs. Modern ap-prenticeship programs are defined as combining on-the-job training and related instruction in the classroom to help apprentices achieve com-petence in the technical and related aspects of their occupations. Ten chapters trace the essential components of apprenticeship program: (1)
Why Apprenticeship?, (2) Legislation for Apprenticeship, (3) Administrative Organizations,
(4) Apprenticeship Committees, (5) The Local (4) Apprenticeship Committees, (5) The Local Apprenticeship Program, (6) Operation of Apprenticeship Classes, (7) Selection of Apprentices, (8) Selection of Teachers and Coordinators, (9) Industry's Role in Apprenticeship, and (10) Public Relations for the School Program. Approximately half of the document is gram. Approximately half of the document is taken up by appendixes, which present: The Fitzgerald Act of 1937; the Apprenticeship Law in California; organization charts from the California State Departments of Education and Industrial Relations, California Community College, and the U.S. Department of Labor; California Apprenticeship Council standards, rules, and regulations from the California Administrative Code; sample forms for apprenticeship advisory commitsample forms for apprenticeship advisory commit-tee meetings and apprentice ratings; California Plan for Equal Opportunity in Apprenticeship; and Digest of California Attorney General Opinions. (LH)

Immigration 1975-2001. Report of the National Conference on Immigration Policy, May 22-24,

Association for Adult Education, Canadian Toronto (Ontario).

Pub Date 75

Note—90p.; In English and French EDRS Price MF-\$0.83 HC-\$4.67 Plus Postag EDISO Frice MF-30.53 RC-3-0.7 Files Postage Descriptors—Conference Reports, Foreign Coun-tries, *Immigrants, *Labor Market, Manpower Utilization, *Policy Formation, *Population Trends, Refugees, Rural Population, Social Dis-crimination, *Socioeconomic Influences, Urban Immigration

Immigration

Identifiers-*Canada

Canadians experienced in the field of immigra-tion and representing the academic community, government, and community-based organizations discussed major policy issues regarding the Canadian Federal Green Paper on Immigration Policy and the possibility of a national council on immigration and migration at the conference. A variety of topics were considered and condensations of each discussion and who was involved are presented in the 41-page report for the fol-lowing areas: immigration and population growth, immigration and population growin, immigration and provincial responsibilities, immigrants and cities, immigration and Francophone Canada, refugee policy, the case for a National Immigration and Migration Council, Canada's selection policy, immigration and the labor force the illegal immigrant the brain drain Canada as a multiracial society, and immigration and the labor force, the illegal immigrant, the brain drain, Canada as a multiracial society, and immigration policy forum. The text is in both French and English, with tables supplementing the discussions. A proposal to create a National Immigration and Migration Council is appended, along with the conference program and a list of participants. It is stated that more can be done to facilitate the economic and social integration of immigrants into Canadian society, with institutions cooperating in their integration and the alleviation of discrimination. (LH)

CE 006 042

Gilligan, Thomas J. Sherman, V. Clayton
Health Aide Education and Utilization: A Task
Identification Study. Final Report. Volume 1. Homemakers Home and Health Care Services, Inc., Kalamazoo, Mich.

Spons Agency—Metropolitan Washington Regional Medical Program, Washington, D.C.

Pub Date Mar 74

Pub Date Mair 14
Note—342p.; Some tables will not reproduce well
EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage
Descriptors—Core Curriculum, Curriculum

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage Descriptors—Core Curriculum, Curriculum Development, Data Analysis, Health Occupations, Health Occupations Education, Health Personnel, Health Services, *Home Health Aides, *Manpower Utilization, *Nurses, *Nurses Aides, Paramedical Occupations, Questionaires, Surveys, *Task Analysis, Task Performance, Vocational Education

A study of the Licensed Practical Nurse (LPN), Nurse Aide (NA), and Homemaker-Home Health Aide (H-HHA) occupations was conducted during 1972-73 in Metropolitan Washington, D.C. Questionnaires were administered to 600 LPNs, NAs, and H-HHAs in 30 health facilities who rated the frequency and importance of 346 tasks. Usable questionnaires numbered 492. A representative sample of em-

ployers also rated the tasks for each job title. The revealed considerable task overlap between job titles and between patient care settings, and much agreement between job titles concerning the frequency and importance of task per-formance. On this basis, the study constructed an outline for an experience based core curriculum outline for an experience saced core curriculum containing four modular units of instruction and organized to provide exit points for various job ti-tles leading up to the LPN level. The study also developed a model for community-wide involve-ment in aide education and utilization to maximize the career mobility and effective use of aides. Appendixes comprising 125 pages provide: a brief glossary; an inventory of hospitals, nursing homes, and providers of home health care in the Metropolitan Washington area; the employer and employee task inventory questionnaires; data cross-tabulations by patient-care setting, shift, education, and years of experience; and a bibliography. (JR)

ED 117 401 CE 006 043

Worthington, Robert M.
A Review and Synthesis of Research Concerning Career Education in Doctoral Dissertations of Fellows Supported by the Education Professions Development Act Section 552, 1972-1975. Career Development Associates, Inc., Princeton,

Spons Agency—National Advisory Council for Career Education, Washington, D.C.

Pub Date Oct 75

Pub Date Oct 75
Note—202p.
EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
Descriptors—Abstracts, Attitudes, "Career Education, Content Analysis, "Data Analysis,
"Doctoral Theses, Educational Administration,
"Education, Post Secondary Education,
Research Methodology, Tables (Data),
Teaching Methods, Trade and Industrial Education, Vocational Counseling, Vocational
Development, Vocational Education
Identifiers—Education Professions Development
Act

The research, based on 49 doctoral dissertations concerned with or related to career education, presents tabulated and narrative summaries on their areas of emphasis, research methodology, implementation, domains, and significance. in the 31-page presentation. The 160-page appendix contains abstracts of the dissertations studied. tax contains asstrates of the dissertations studied.

Each abstract provides a cover sheet listing author, title, sponsoring institution, date of approval, chairman of dissertation committee, and availability data; and provide a check list specifying major and minor emphases in the following proper problem to the Folderal deficition of overestiments. areas: relation to the Federal definition of career areas: telation (seven categories), focus on a specific stage of career development (five categories), method of research (six categories), type of study related to implementation (three categories), type of study domain (four categories), and researcher's and reviewer's judgments on significance of research (six categories). Each abstract also discusses in detail the research (an categories), each assured asso successes in detail the research problem, the methods and procedures, and the major findings. The appendix also lists eight career education dissertations by EPDA Fellows unavailable for inclusion in the study and a list of 84 dissertations by EPDA Fellows which did not pertain to career education. Finally the document lists EPDA project directors by State. (JR)

ED 117 402

CE 006 045

Amos. Joe Distributive Education 1: Course of Study.

Oklahoma State Dept. of Vocational and Techni-cal Education, Stillwater. Curriculum and In-structional Materials Center.

-405p.

Available from—Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth Street, Stillwater, Oklahoma 74074

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classroom Materials, *Course Con-

tent, *Curriculum Guides, *Distributive Educa-tion, *Individualized Programs, *Instructional Materials, Reference Materials, Visual Aids, Worksheets

The document is a distributive education (DE) course of study whose major goal is to help stu-

dents gain the knowledge and skills that will facilitate their work and advancement in management. The nine topics comprising the course are: orientation, importance of distribution, careers, personal development, human relations, job skills, employment, financial management, and business math. The 25 units of instruction are designed to account for approximately 15 weeks of in-dividualized instruction time; the other six weeks are left to the discretion of the DE teacher-coordinator. Each instructional unit includes behavioral objectives, suggested activities for DE teacher-coordinator and students, information sheets, assignment sheets, transparency masters, tests, and answer keys. Units are planned for more than one lesson or class period. The suggested activities are outlined in steps to follow to achieve specific objectives. The teacher activities are largely related to the provision of instruc-tional materials and resources. Information sheets provide a guide for presenting background knowledge. (Author/AJ)

ED 117 403 CE 006 046

Robinson, Mary L.

Career Education. A Counselor's Guide; An In-dividualized Instructional Unit Designed for Use in In-Service or Preservice Education of Coun-

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and In-structional Materials Center.

Spons Agency-Office of Education (DHEW),

Washington, D.C. Pub Date 74

Grant--OEG-0-72-4682(361)

Note-74p. Available from-Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth Street, Stillwater, Oklahoma 74074 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

*Career Education,

Descriptors—*Career Education, Counselor Functions, *Counselor Role, *Counselor Training, Individualized Instruction, Inservice Educa-tion, *Instructional Materials, Models

The individualized instructional unit is intended for use in inservice or preservice education of counselors and was designed to provide a clear, concise overview of career education and to help counselors understand precisely what their sup-port duties are. The unit is divided into five sections, each based on performance objectives. At the completion of the unit, the participant should be able to demonstrate an understanding of: (1) the basic concepts of career education, (2) the rationale for career education, (3) four models for implementation of career education, (4) the structure of the school-based model, and (5) specific activities which the counselor can perform at each educational level to support career education. A suggested supplementary reading list is given at the end of the unit. Other appended materials are a sample survey form, a sample parent letter, and a sample student interview. The unit has been field-tested in three inservice workshops and in several college classes, and was reviewed by recognized career education and guidance and counseling leaders; the material has been revised in accordance with their suggestions. (Author/AJ)

ED 117 404 CE 006 048

Canup, Claude R., Jr. Articulation with Secondary Schools. Pub Date 7 Dec 75

Note-16p.; Paper presented at the Annual Meeting of the American Vocational Association (69th, Anaheim, California, December 7,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrator Role, Admission (School), *Articulation (Program), Educational Accountability, Educational Responsibility, Accountability, Educational Responsibility, Guidelines, *Interinstitutional Cooperation, Accountability, Educational Cooperation, Leadership Responsibility, Noninstructional Responsibility, Post Secondary Education, Program Planning, Secondary Education, Teacher Role, Unemployment, Vocational Development, Vocational Directors, Vocational Education, Vocational Education Hampered by budget restrictions and looked to

for innovations to influence national economics, postsecondary educational leaders should not overlook an obvious responsibility: articulation of

programs with the secondary systems to counteract youthful unemployment, a problem whose magnitude statistics reveal. A continuum of education without unnecessary duplication of instruc-tion or delay in students' attainment of career objectives must be developed, for educational separatism has reached a point of diminishing returns. The establishment of an articulated agreement between educational levels is a threephase process: (1) a formal letter of agreement between the systems involved, based on meetings between administrators; (2) program letters of agreement, based on meetings between faculties; and (3) evaluation, review, and revision, based on input from all involved parties. Seven items should be considered for inclusion in the first letter of agreement. The next phase, more labori-ous, can be achieved by taking outlined steps; there are three minimum requirements for the second letter of agreement. There are broad guidelines for the evaluation phase. The greatest problem is attitudinal: educators should re-member that allowing or refusing persons enrollment in postsecondary studies significantly in-fluences their chances of success throughout their lives, and contributes to the nation's economic and social situation. (Author/AJ)

ED 117 405 CF 006 049 Centre for Continuing Education Annual Report 1974-1975. A Report to the President, the Senate and the Board of Governors.

British Columbia Univ., Vancouver. Center for

Continuing Education. Pub Date 31 Aug 75

Note-30p.

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Adult Education, *College Programs, Community Service Programs, *Continuing Education Centers, Course Descriptions, Credit Courses, Enrollment, Foreign

Courted Nonerall Courses, Outreach Pro-Countries, Noncredit Courses, Outreach Programs, Professional Continuing Education, *Professional Personnel, *Program Descrip-tions, Program Development, School Commu-nity Relationship, Universities, University Extension

Identifiers-British Columbia, Canada, *University Of British Columbia
The activities of the Centre for Continuing

Education, University of British Columbia, and its professional staff are reviewed for the 1974-75 year. A statistical report shows an overall enrollment increase of 13.74%, with part-time, evening, ment increase of 13./4%, with part-time, evening, and correspondence credit courses showing expanded student participation and course of-ferings. A broad review of general education programs includes descriptions of: creative arts, daytime program and Women's Resources Centre, humanities and sciences, language institute, public affairs, social sciences, urban and regional studies and weekend programs. Continuing studies, and weekend programs. Continuing professional education and special projects are described and include the following courses: adult education training, aging, agriculture, community regional planning and architecture, criminology, education-extension, engineering, forestry, continuing legal education, and social work cor-respondence program and human relations. The center's professional and administrative staff and its publications, as well as individual activities and publications of the professional staff are listed. The Women's Resources Centre, now firmly established, is one of the most important outreaches of the university into the community, and the center also makes available noncredit general programs free of charge to senior citizens, with 456 having participated during the past year. (LH)

ED 117 406 CE 006 050

Reeder, Dean Vocational Agriculture 4. A Curriculum Guide. 12th Grade. Revised.

Oklahoma State Dept. of Vocational and Techni-cal Education, Stillwater. Curriculum and Instructional Materials Center. Pub Date 74

Note—691p.; Some pages will not reproduce well Available from—Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth Street, Stillwater, Oklahoma 74074 (\$12.00)

EDRS Price MF-\$1.33 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, Agricul-

tural Machinery, Career Opportunities, Course

Content, Course Objectives, *Curriculum Guides, Farm Management, Grade 12, Instruc-tional Materials, Leadership, *Learning Activi-ties, Plant Science, Secondary Education, Soil Science, State Curriculum Guides, Tests, Transparencies, *Unit Plan, *Vocational Agriculture

The curriculum guide for Vocational Agricul-ture 4 (Grade 12) contains 27 color-coded units of instruction organized into four sections: farm business management, leadership and careers, plant and soil science, and agricultural mechanics. The instructional units are designed to account for 60% of an instructor's time, the remaining 40% is left to the individual instructor to use with reference to the needs of the local community. For each unit the guide provides: objectives, both terminal covering the unit's subject matter, and specific covering student per-formance expectations (on white paper); suggested activities fashioned around the specific ob-jectives (on white paper); information sheets con-taining essential facts necessary for teaching the unit (on green paper); assignment sheets focusing on written skills (on brown paper) with answer sheets (on pink paper); job sheets providing necessary instructions for completing a produc-tion job (on blue paper); transparency masters of appropriate charts, pictures, or illustrations (on white paper); and tests for measuring students' accomplishment of specific objectives (on yellow paper) with answer sheets (on pink paper). (JR)

ED 117 407 CE 006 051 Felt Needs for Training by Adult Basic Education Administrators and Teachers in Texas. Texas A and M Univ., College Station:, Texas Education Agency, Austin. Div. of Adult and

Continuing Education.
Pub Date Sep 72

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Administrative Personnel, Adminis

trator Attitudes, *Adult Basic Education, Adult Education Programs, *Adult Educators, Educa-tional Attitudes, *Educational Needs, Inservice Education, *Inservice Teacher Education, Program Attitudes, Program Coordination, Questionnaires, *State Surveys, Tables (Data), Teacher Responsibility, Teacher Role

The reported study attempted to determine for program planners the felt training needs of adult basic education (ABE) directors and teachers in Texas. The questionnaire (appended) was prepared at Texas A and M University and revised after review and field-testing. Of 1,900 questionnaires mailed, approximately half were completed and returned; the questions were cross-tabulated and the data analyzed by computer. The report is largely comprised of tables, representing five major data areas: (1) biographical data of local ABE program staff, (2) local program information, (3) student-related information, (4) inservice training needs, and (5) higher education-related services. Among impli-cations drawn from the data are these: Most ABE staffers, although educated beyond the bachelor's degree, have not received any adult education training; they are dedicated, but uncertain about their roles, concerned about testing procedures, and wish to spend more time teaching. Many directors are not in the program by choice. Participation in inservice training is widely discre-pant; a significant number of those who have participated were dissatisfied. Both teachers and directors have definite feelings about their specific training needs, which should be met quickly. There are also indications of a need for adult education training at the undergraduate level. (AJ)

ED 117 408 95 CE 006 052 A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare Region 5. Final Project Report. 1972-1975.

School Management Inst., Inc., Westerville, Ohio. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 75

Grant-OEG-0-72-1438 Note—157p.; Appended tables may reproduce well due to small broken type EDRS Price MF-\$0.83 HC-\$8.69 Plus Postag

Descriptors—*Adult Basic Education, Educa-tional Objectives, *Educational Programs, Pro-

gram Administration, Program Content, *Re-gional Planning, Regional Programs, Reports, *Staff Improvement, Staff Utilization, State De-partments of Education, *State Programs,

Statewide Planning Identifiers—*DHEW Region V

The document presents a report of the approach, activities, and achievements of the Adult proach, activities, and achievements of the Adult Basic Education Staff Development Project undertaken by Health, Education, and Welfare Region 5. The region is composed of six States: Minnesota, Wisconsin, Michigan, Illinois, Indiana, and Ohio. The purpose of the joint venture is to strengthen and develop the individual State's capabilities for continuous staff development. This permanent delivery system would encompass the State department of education, institutions of higher learning, and local education agencies. The States will develop long-range goals which would involve research, dissemination of resources and assistance, and practical applicawould involve research, dissemination of resources and assistance, and practical applications and innovations. The administrative struc-ture of the project staff is discussed. The implementation of project objectives was achieved in three phases. Final reports for each participating State, making up the body of the report (78 pages), are presented and contain information on State activities and planning in the staff development project. Appended are: a third party year end evaluation report of Phase 3, names of staff development committee, guidelines for a coordinated reporting system, letter of agreement, Phase 3 activity checklist, a brief vitae form, and a needs assessment instrument. (Author/EC)

National Apprenticeship and Training Standards for Dental Technicians. Revised.

National Association of Dental Labs., Inc., Washington, D.C.

Agency—Manpower Administration , Washington, D.C. Bureau of Ap-Administration (DOL), Washington, D. prenticeship and Training.

Pub Date 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage EDRS Price MF-50.53 BC-52.00 ruls rostage Descriptors—*Apprenticeships, Curriculum Guides, Dental Associations, *Dental Techni-cians, *Educational Policy, Health Occupations Education, Job Training, *National Norms, Na-tional Programs, Performance Specifications, *Standards, Time Blocks, Wages

The guidebook presents a systematic and uniform method for training dental technicians uniform method for training dental technicians throughout the industry, incorporating basic standards recommended by the Bureau of Apprenticeship and Training. The first section defines terminology and establishes rules and regulations regarding apprentices and apprenticeship programs in 16 areas, including qualifica-tions, program requirements, work experience, and certification. The National Association of Dental Laboratories Apprenticeship and Training Policy is presented. The second section examines nine areas of adapting national standards to local use through program supervision by the National Association of Dental Laboratories. Topics include committee formation, employers and supervisors of apprenticeship and training, apprenticeship ratio, consultants, registration agency, term of apprenticeship, rates of pay, supervision, and modification. The third section outlines job skills and hours necessary for their learning in the following areas: dentures, with 16 units of instruction taking 6,000 hours; crown and bridge, with 13 units of instruction taking 6,000 hours; ceramics, with 10 units of instruction taking 4,000 or 4,665 hours; casting, with eight units of instruction taking 4,000 hours. Copies of apprenticeship agreements between apprentice and employer and apprentice and opprentice and point apprenticeship committees are presented, and a listing of regional bureau offices and State and territorial apprentice-ship agencies are provided. (LH)

ED 117 410 CE 006 054

Reed, Lawrence E. And Others

Reed, Lawrence E. And Others
Development of a Prototype Human Resources
Data Handbook for Systems Engineering: An
Application to Fire Control Systems. Final Report for Period October 1971-June 1975.
Air Force Human Resources Lab., Wright-PatterLace AER, Obic. Advanced Systems Dis-

son AFB, Ohio. Advanced Systems Div.
Spons Agency—Air Force Human Resources
Lab., Brooks AFB, Texas.

Report No-AFHRL-TR-75-64

Pub Date Dec 75

МΙ

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors-*Aviation Technology, Charts, Data escriptors—"Availor Technology,
Analysis, Data Processing, Diagrams, Electrical
Systems, Electronics, Feasibility Studies,
Guidelines, *Human Resources, *Manuals, Systems, Electronics, Feasibility Studies, Guidelines, *Human Resources, *Manuals, *Material Development, Military Science, Systems Analysis, *Systems Development, Tables (Data)

Identifiers-Air Force, Avionics, *Fire Control

The methods and problems encountered in the development of a prototype human resources data handbook are discussed. The goal of the research was to determine whether it was feasible to consolidate, in a single comprehensive handbook, human resources data applicable to system design and development. Selected for this purwere data on the functions performed by 32XXX avionics career field on the fire control system of nine Air Force fighter systems. The report discusses the methods used and the problems encountered during the development of the prototype handbook. The prototype handbook, presented in Appendix A, was designed for ease of use and was organized into three major data sections. Section 1 was reserved for data com-parisons on system design, training, manpower, occupational tasks, maintenance procedures, etc. Included in Section 2 were data on past, current, and projected numbers of personnel, various skill levels, etc. Section 3 was reserved for technical information that could be generalized to a wide variety of problems. Included in the last section were data on the effects of task difficulty, error rates in performing maintenance activities, per-formance time and experience level. An alphabetical index of contents concludes the handbook. (Author)

CE 006 055

Charnes, A. And Others

A Multi-Objective Model for Planning Equal Employment Opportunities. Research Report No. 23. Revised Edition.

Civilian Manpower Management

Office of Civilian Manpower Management (Navy), Washington, D.C.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—OCMM-RR-23

Pub Date Oct 75

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Organization, Em-

EDRS Price MF-\$0.83 HU-\$2.00 in a constraint of the ployment o (Jobs), Linear Programing, *Manpower Development, *Models, Objectives, *Organiza-tional Development, *Planning, Probability, Program Planning Identifiers—Markoff Processes

The document suggests some new modeling approcaches for equal employment opportunity (EEO) planning. Previous manpower planning models of the Office of Civilian Manpower Management have utilized multi-period Markoff processes embedded in goal programing (multiple objective) models. These are here extended to EEO plans directed to changing the mix of employees over time. At each point in the planning interval, the organization is taken as given (for example, in terms of the probabilities for promotion, transfer, etc.) when formulating manpower programs. Over time, however, these organization processes are submitted to planned changes which alter the probabilities of occurrence for these events. The Merit Promotion System is preserved and other controls are also imposed ex-plicity for the exercise of managerial discretion. The focus here is on an ordinary (absolute value) formulation of objectives and a numerical illustration is supplied with differing weights for each of the indicated classes of objectives. Other types of objectives are briefly discussed, along with different approaches to problems of validation and, subsequently, implementation in a U. S. Navy context. (Author/EC)

ED 117 412 CE 006 056 Bell, T. H.

The Importance of Vocational Education in the Total Education Picture. Pub Date 13 Nov 75

Note-11p.; Speech Prepared for the National Convention of the Future Farmers of America (48th, Kansas City, Missouri, November 13,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Academic Education, Career Education, Community Coordination, *Educational Planning, *Futures (of Society), Individual Needs, *Program Coordination, Technological Advancement, *Vocational Education

Liberal arts education and occupational education can and must complement each other. Dif-ferent and separately administered general and vocational offerings will only delay the development of the total education enterprise necessary in a rapidly changing society. It is important to contemplate the skills and knowledge that schools/colleges/universities should be striving to impart. More viable relationships are needed between education and all of the work that people do; students should not have to choose between liberal arts education and occupational education. Post-industrial America now engages more people in sales, services, and government than in the production of goods. A knowledgebased society warrants more educational pro-gram-fusing. Career education activities are gram-fusing. Career education activities are needed to help all students understand the free enterprise system and the arts and to develop consumer/economic literacy. More open-ended and flexible programs geared to individual needs must be designed for the next century. The broad range of an individual's talents should developed; over-concentration on one specific area of education should be avoided. Likewise, high quality educational programs utilizing all of the educating mechanisms (Federal/State/ local governments, private employers, trade associations, labor unions, and the home) are needed. (EA)

ED 117 413 CE 006 057 Alley, William E. Gould, R. Bruce

Feasibility of Estimating Personnel Turnover from Survey Data--A Longitudinal Study. Final Report for Period December 1973-December

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources
Lab., Brooks AFB, Texas.
Report No—AFHRL-TR-75-54

Pub Date Oct 75

Note-30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Career Choice, Job Tenure, *Lon-gitudinal Studies, Mathematical Models, *Military Personnel, Multiple Regression Analysis, Occupational Surveys, *Prediction, Predictor Variables, Vocational Interests, *Work Attitudes

Identifiers-Air Force, *Reenlistment

The report investigates the validity of career intent and job attitude statements for predicting reenlistments among 54,803 airmen in 101 enlisted specialties. Statements were made while completing Air Force occupational surveys during the period 1966-71. Frequency and percentage distributions characterizing item responses and career decisions of the sample are given. Relationships between career intent/job attitude responses and actual reenlistment decisions were studies using multiple linear regression techniques. Job attitudes were found to be substantially related to career decisions but did not provide unique contributions to predictions of career decisions when used in conjunction with career intent statements. A model-seeking exercise identified a second-degree polynomial model with career intent and time-in-service interaction vectors as the most appropriate prediction model. Separate prediction equations were obtained for a number of selected subsamples. Practical examples of forecasting reenlistment rates are illustrated. The regression model selected for the demonstration used weights derived from the total sample to predict the percentage of actual reenlistments for 30 specialties. Ten principal findings of the study are identified. Appended is a chart of Air Force specialties used in the sample. (Author/MS)

ED 117 414 CE 006 058

Quinn, Robert P. Shepard, Linda J.

The 1972-73 Quality of Employment Survey.

Descriptive Statistics, with Comparison Data from the 1969-70 Survey of Working Condi-

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Employment Standards Adminis-tration (DOL), Washington, D.C.; National

Inst. for Occupational Safety and Health (D-HEW/PHS), Rockville, Md.

Pub Date 74 Note-327p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage Descriptors—Behavior Patterns, Employee At-titudes, Employment, *Employment Problems, *Employment Statistics, Individual Characteristics, Interviews, Job Satisfaction, Labor Force, National Surveys, *Occupational Sur-

Force, National Surveys, *Occupational Surveys, Statistical Studies, Tables (Data), Vocational Adjustment, *Work Attitudes, *Work Environment, Work Experience
The sourcebook of tables presents basic descriptive statistics on all questions asked in the 1972-73 Quality of Employment Survey. Based on the Survey of Working Conditions 1969-70, this second survey obtained data from the same population and repeated the same core measures, with some adjustment. Data for the survey were obtained through personal interviews with 1,496 persons 16 years of age or older, and employed for pay for 20 or more hours a week. General survey methodology and outcome measures are discussed. Tables are grouped into the following area: comparisons among labor standard problem areas, wages and wage loss, hours and other time-related problems, health and safety, transportation to and from work, unions, discrimination, employment agencies, job security, supervision and interpersonal relations, promotions, content and merpersonal relations, promotions, content of work, meaning of work, and personal charac-teristics. The article, "Evaluating Working Condi-tions in American: Is the Sky Really Falling?" summarizes many of the 1973 Survey statistics, and is presented in full. The full 1972-73 survey interview, including the page number in the docu-ment that shows the appropriate descriptive statistics for each question, and an updated version of the documentary products for the 1969-70 and the 1972-73 surveys are appended. (LH)

Need to Improve Efficiency of Reserve Training. Report to the Congress. Comptroller General of the U.S., Washington, D.C. ED 117 415 CE 006 059

Report No-FPCD-75-134

Pub Date 26 Jun 75

Note-77p.; Not available in hard copy due to marginal reproducbility
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—*Cost Effectiveness, Educational Improvement, *Efficiency, Evaluation Methods, Federal Government, Federal Programs, Federal Troops, Military Personnel, *Military Training, *Needs Assessment, *Organizational Effectiveness, Participant Satisfaction, Personnel Collection, Per formance Criteria, Program Evaluation, Program Improvement, Questionnaires, Surveys

Identifiers-Department of Defense, *Reserve Training

The report discusses the need to vary the training of Reserve and Guard units by skill and readiness requirements and to make more efficient use of training time. It contains recommendations to the Secretaries of Defense, Transportation, Army, Navy, and Air Force. The review was based on questionnaires mailed to 2,209 randomly selected reservists (1,707 were returned) and 1,438 unit commanders (1,241 were returned). The reliability and validity of responses were validated by onty and valuative of responses were various to your site visits of 99 sample units. The General Accounting Office (GAO) estimated that in fiscal year 1974 reservists' time devoted to other than official jobs or spent idle totaled 15 million mandays and cost about \$1.2 billion (about 43% of the \$2.7 billion authorized by Congress for drills and active duty training during that period). The report alerts the Congress that some members in all Reserve components and Reserve units can maintain proficiency under a reduced training schedule. GAO recommends that the Congress amend the existing laws to permit varying the training of the Army and Air National Guard by categories according to kinds and degrees of training. Materials related to the conduction of the review are appended. (Author/EC)

ED 117 416 CE 006 060 Kohlmann, Eleanore L. Home Economics for Young Men: A Teaching

Guide. Pub Date 75 Note-214p.

Available from-Iowa State University Press South State Avenue, Ames, Iowa 5001 (\$9.95, Quantity Price--20% discount--\$7.96) Document Not Available from EDRS

Descriptors—Clothing Instruction, *Curriculum Guides, *Educational Objectives, Family Life Education, *Home Economics, Housing, Learning Activities, *Males, Money Management, Nutrition Instruction, Resource Guides, *Secondary Education, Teaching Guides, *Textiles Instruction

Intended as a resource guide from which teachers select material appropriate to their needs and students, the document presents curricular suggestions for senior high school males under five major areas: (1) human development and the family, (2) personal and family economics, (3) textiles and clothing, (4) food and nutrition, and (5) housing. Each area is introduced by a brief discussion of the educational needs of males in that particular area and a listing of general objectives. Each topic within the broad area contains pertinent generalizations, student objectives, learning environments/activities, and a multimedia reference list. Research data was collected mainly in Iowa and does not reflect the needs of adolescent male minority students living in low socioeconomic environments or metropolitan communities. Suggestions will need to be modified in order to meet the needs of this group, as well as for younger boys in the 7th-10th grades. Many of the suggestions presented are appropriate for girls, but male characteristics are stressed in order to present the material most effectively. (LH)

ED 117 417 CE 006 061

Davis, Larry Nolan McCallon, Earl
Planning, Conducting, Evaluating Workshops. A
Practitioner's Guide to Adult Education. Pub Date Aug 75

Note-325p.; For related document, see CE 006

Volument Not Available from EDRS

Occument Not Available from EDRS

Document Not Avaisable trom EDRS

Descriptors—Adult Education, 'Adult Educators,
Adult Learning, Budgeting, Educational
Methods, Educational Objectives, Educational
Resources, Group
Activities, "Guidelines,
Needs Assessment, "Program Administration,
Administration, The Company Administration and The C *Program Development, Program Evaluation, Program Planning, *Workshops

The book is designed as a practical guide and reference to assist adult educators with workshops. An introductory section touches on conflicting general and adult learning theories and relates various adult learning characteristics with effective workshops. The three major sec-tions, "Planning the Workshop", "Conducting the Workshop", and "Evaluating the Workshop", are presented as a chronological sequence of activities and procedures. Part 1 consists of eight chapters which focus on: assessing needs, specifying learning objectives, selecting resources, designing learning activities, budgeting, making arrangements, rehearsing, and packing. Worksheets per-tain to problem analysis and competency models of needs assessment, general/specific learn jectives, learning resources selection, learning design, workshop budget, and arrangements. Pages of the subsection on educational methods are edged in black for quick access. Part 2 consists of five chapters on conducting workshops: setting up, setting the learning climate, agreeing on objectives, directing learning activities, and closing shop. Part 2 also contains diagrams of various seating arrangements, tips for group dynamics, and worksheets for staff observations and closing shop. The concluding section on and closing shop. The concluding section on evaluation covers feedback from participants, evaluation by objectives (worksheet), and impact evaluation. A manager's guide to staff development also is included. (EA)

CE 006 062

Davis, Larry Notan McCallon, Earl
Planning, Conducting, and Evaluating Workshops.
Workshop Staff Packet.
Pub Date 74

Note-31p.; For related document, see CE 006

Available from—Learning Concepts, 2501 N. Lamar, Austin, Texas 78705 (\$16.95, includes

Document Not Available from EDRS

Descriptors-*Adult Education, *Adult Educators, *Program Administration, Program Development, Program Evaluation, Records (Forms), Resource Materials, *Worksheets. Workshops

The workshop staff packet contains nine worksheets designed to assist adult educators in organizing and coordinating their own work and that of the workshop staff and consultants. Worksheets included are: (1) Needs Assessment/Problem Analysis and Competency Models; (2) General and Specific Learning Objectives;
(3) Learning Resources Selection/Resource Inventory;
(4) Learning Activities Design;
(5) Workshop Budget;
(6) Arrangements/Facility Survey, Accomodation Survey, and Aids Inventory;
(7) Staff Assignments and Observations/Participant Feedback;
(6) Christo, Shope, and [4] ticipant Feedback; (8) Closing Shop; and (9) Evaluation by Objective. The worksheets are the same as those in the related text, with the exception of three alternate versions of worksheets 4, 6, and 7. Author permission is granted for the reproduction of worksheets. (Author/EA)

ED 117 419 95 CE 006 064

Crawford, Alan N. Aides to Career Education, 1974-75: An Evalua-

Los Angeles City Schools, Calif. Research and Evaluation Branch.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 75

Note-59p.; For related documents, see ED 107 876-877

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Achievement, At-tendance Patterns, *Career Education, *Disadvantaged Youth, Dropout Prevention, Employment Potential, Employment Qualifications, Inment Potential, Employment Qualifications, In-service Education, Program Effectiveness, *Program Evaluation, School Attitudes, School Holding Power, Secondary Education, Student Attitudes, *Teacher Aides, *Vocational Educa-tion, Work Attitudes Identifiers—ACE, *Aides to Career Education

The Aides to Career Education (ACE) Program, a Los Angeles Vocational Amendments A project, employs instructional aides to help disadvantaged vocational education students develop positive attitudes toward education and develop positive attitudes toward education and employment, more cooperative behavior, pride in their course work, efficiency in completing as-signed tasks, and improved attendance. The pur-pose is to improve the students' educational per-formance and employment potential. The evaluation included: (1) analysis of quantitative data; (2) administration of questionnaires to certified, classified, and student personnel; (3) on-site visitations by project administrators; and (4) a comparison study of student achievement. The findings are presented and discussed, concluding that the program effectively met its overall goal of increasing individual assistance to disadvantaged vocational education students and had a generally positive effect on them. The aides' greatest efforts were in direct assistance to students, as guidelines required. Project objectives for median rating of 3.0 or more (on a 1-to-4 scale) in selected program aspects were met, ex-cept for the dropout rate and school attitudes. Grades in ACE classes were slightly higher than in others the distinction of the control of the co in others, but citizenship grades were similar. In-service education was generally effective. The number of aides and their hours were deemed inadequate. Survey instruments and human relations workshop evaluations are appended. (AJ)

ED 117 420 CE 006 065 Career Education: A Position Paper on Career Development and Preparation in California. California State Dept. of Education, Sacramento. Career Education Task Force.

Pub Date 74

Note—27p.; Photographs will not reproduce well EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Career Education, Community

escriptors—"Career Education, Community Resources, Educational Objectives, Educational Philosophy, Educational Policy, Educational Strategies, "Guidelines, Integrated Curriculum, "Models, "Program Development, Relevance (Education), "State Departments of Education, State School District Relationship, Vocational Development

Identifiers—*California
The publication was prepared as a statement on the position of the California State Depart-

ment of Education pertaining to the concept of career education. Career education is conceptual-ized as the bridge to relevancy between education and work; it moves the school out of the ivory tower into interaction with the total community. The position paper is further designed to provide the reader with an overview of career education in the State. The need for career education is identified and a philosophy established to accommodate that need. A great diversity exists in California schools; therefore, the proposed model for career education contained in the publication, with associated goals, components, and infusion processes, provides general guidelines for districtand school-level activities. Some other aspects of career education considered in the paper are: career education for adults, career education resources, process and product evaluation, staff development and management, and concern for racial and ethnic minorities. (Author/AJ)

95 Resource Guide to Career Education in Colorado. Colorado State Facilitator Project, Longmont. Spons Agency—Office of Education (DHEW),

Washington, D.C. Pub Date Mar 75

Note-74p.

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Career Education, Educational
Programs, Elementary Education, Post Secondary Education, *Program Descriptions, Carbon Districts Secondary rograms, Lemonary, Program Descriptions, *Resource Guides, *School Districts, Secondary Education, *State Surveys Identifiers—*Colorado, Elementary Secondary Education Act Title III, ESEA Title III

The resource guide to Colorado career educa-tion programs offers information on more than 50 school programs, obtained from a number of sources including a statewide assessment instrument administered by the 1974 Colorado State facilitator project and the Colorado Department of Education. It is not intended to be comprehensive. Information concerning the efforts of higher education was obtained through written inquiries to all Colorado postsecondary institutions and was compiled by the Office of the State Coor-dinator for Career Education. The elementary and secondary school career education programs and secondary sector career concation programs are described in one-page formats which include:

(1) school district, program title, grade level, population, and cost per pupil; (2) objectives, narrative description, and evaluation methods; and (3) availability of materials, special requirements and information source. Pastecondary in ments, and information source. Postsecondary in-stitutions were requested to indicate what resources they could provide for school districts or school personnel in career education. Their responses are listed, giving the on- and off-cam-pus courses related to career education, the names of resource people, and any materials or other resources available through that institution. State career education resources are listed separately. A page of information on the 306 ESEA Title III Colorado State Facilitator Project is appended. (Author/AJ)

ED 117 422 CE 006 068

Falk, Nancy, Ed. A Study of the Utilization of Paraprofessionals Trained Under the Career Opportunities Pro-

Minnesota State Dept. of Education, St. Paul. Professions Development Section. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Feb 75

МΙ

Note—40p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Elementary Education, Elementary School Teachers, Interviews, Low Income Groups, "Paraprofessional School Personnel, "Personnel Evaluation, Principals, "Program Effectiveness," Resource Staff Role, Resource Teachers, Role Perception, School Social Wor-kers, "Staff Utilization, Tables (Data), Teacher Aides

Identifiers—*Career Opportunities Program, COP
The Career Opportunities Program (COP) is directed to the educational needs of low income families. The study of COP-trained aides describes the impact of the most effective teams of teachers and aides and social workers and aides on: the learning-teaching process; the delivery of school social work services; the pupils; communication between the school and parents; and the roles of teachers, school social workers,

and principals. Opinions regarding training of aides and their working relationships other school staff were also gathered. The study was confined to the elementary level and to participants who made the best use of aides (12 teachers, 4 social workers, 4 principals). The findings, based on interviews, are summarized for each of the above areas of investigation. Participants' responses are reported in 45 tables cor-responding to each question asked in the interviews. Two predominant responses were observations of: (1) the positive impact of COP aides on the individualization on instruction and (2) the importance of COP aides as a resource to the professional staff. Implications related to the success of paraprofessionals, their effectiveness, and their training are discussed. A copy of the pre-in-terview letter and the teacher interview instru-ment are appended. (Author/MS)

ED 117 423 CE 006 069 Canadian Association for Adult Education. Annual Report. 1974-75.

Canadian Association for Adult Education, Toronto (Ontario). Pub Date 75

Note-16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors-*Adult Education, *Annual Re-

ports, Foreign Countries, *National Organiza-tions, *Professional Associations, Program At-titudes, Program Budgeting, Program Content Identifiers—CAAE, Canada, *Canadian Association for Adult Education

The Canadian Association for Adult Education (CAAE) celebrated its fortieth anniversary during the 1974-75 year, which the document reviews Program accomplishments and objectives are discussed, as well as staff changes, currently sponsored work shops, seminars and programs, learning resources kit, new publications, CASE budget and programs and programs. budget and auditors report, and president's message. The association works in close coopera-tion with their Francophone counterpart, l'Institut Canadien d'Education des Adultes (ICEA). (LH)

ED 117 424 CE 006 070

Gallagher, Robert E.

A Study to Determine an Acceptable Teaching Load in Vocational Agriculture. Final Report for the Period May 10, 1974-June 30, 1975.

Washington State Univ., Pullman. Washington State Ohiv., Fullinan.
Spons Agency—Washington Research Coordinating Unit for Vocational Education, Olympia.
Report No—74-4520(4534)466-08-Part C Pub Date Jun 75

Note—73p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Agricultural Education, *Data Analysis, Educational Needs, Educational Problems, Educational Programs, Effective Teaching, Program Effectiveness, Questionnaires, *School Surveys, Secondary Education, Tables (Data), *Teaching Load, *Vocational Agriculture, *Teaching Load, *Vocational *Vocational Agriculture Teachers Identifiers-Washington

The document studies the problem of student overload in vocational agriculture programs in the State of Washington, examining its impact on teaching effectiveness and shop safety. The present teaching load is compared with an evaluation of an acceptable teaching and student load. Two questionnaires collected data: (1) regarding the present teaching load (136 of 197 sent to vocational agriculture instructors were returned), and (2) evaluating an acceptable teaching load (335 of 469 sent to school superintendents, principals, and vocational agriculture instructors were returned). An analysis of the data concluded that: (1) not enough is known about the cooperative education program in vocational agriculture, (2) inadequate time for su-pervision is allowed for the majority of instructors, (3) majority of the programs need more in-structors, (4) supervised farming projects and the Future Farmers of America are adversely affected by student overload, (5) 13 to 30 students should be able to be supervised in a cooperative education program, (6) an agriculture classroom should consist of 16-20 students, with shop classes between 14 and 16 students, and (7) 75-80 students is an acceptable teaching load. A series of 37 tables support the analysis. Questionnaires and form letters used in the study are appended. (Author/EC)

Oklahoma State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968. Parts 1 and 2.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Pub Date [74]

Note-308p.; For a summary of the plan, see CE 006 073

006 073
EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage
Organization, *Ad-Descriptors—*Administrative Organization, *Administrative Policy, *Educational Administration, *Educational Planning, Educational Protion, "Educational Planning, Educational Programs, Federal State Relationship, Program Planning, State Departments of Education, "State Programs, Statewide Planning, Tables (Data), "Vocational Education Identifiers—"Oklahoma

Part I focuses on the following administrative provisions: (1) general aspects of administration, (2) fiscal control and fund accounting procedures, (3) State vocational education programs, (4) vocational education programs for the disadvantaged, (5) vocational education research and personnel training, (6) exemplary programs and projects, (7) residential vocational education (8) consumer and homemaking education, (9) cooperative vocational education programs, add (10) work-study programs for voca-tional education students. Part 2 provides tabu-lated data on annual and long-range program plan provisions in the following areas: (1) analysis of manpower needs and job opportunities in Oklahoma, (2) analysis of availability of vocational education, (3) analysis of Oklahoma's population relating to vocational education needs, (4) annual and long-range planning and budget-ing, (5) projection of State's enrollments, (6) fiscal year 1975 enrollments, (7) estimates of total funds needed for vocational technical education and annual allocation plan, (8) construc-tion projects for the coming year, (9) actual and cted demand for vocational education personnel development, and (10) financial plan for personnel development, and (10) tinancial plan for personnel development based on funds available or anticipated. State educational agency agree-ments, regulations, directories, and forms are ap-pended. (EC)

Oklahoma State Mini-Plan for the Adminstration of Vocational Education Under the Vocational Education Amendments of 1968, '74-'75. Oklahoma State Dept. of Vocational and Techni-cal Education, Stillwater.

Pub Date [74]

Note-8p.; For the complete State plan, see CE 006 072

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors-*Educational Objectives, *Educational Planning, *Educational Programs, Man-power Needs, Program Planning, State Depart-ments of Education, State Programs, *State-wide Planning, Tables (Data), *Vocational

Education Identifiers—*Oklahoma

A summary presentation of the Oklahoma State plan for vocational education is offered in the document. The following areas related to ad-ministrative provisions and the annual and longrange program plans are briefly described with supporting data: (1) definitions for people, pro-grams, and vocational technical education facilities; (2) goals and objectives for fiscal year 1975; (3) manpower needs and job opportunities; (4) population to be served; (5) construction of area population to server, (constitution of account of account of the control of the c

ED 117 427 Niemi, John A.

Programs for Culturally Different Adults: The Potential of Outreach Centers. Pub Date 20 Jan 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Adult Basic Education, *Adult Education, *Community Colleges, Community Coordination, Community Resources, Cultural Machine Colleges, Cultural Machine Colleges, Colleges, Cultural Machine Colleges, Colleges, Cultural Machine Colleges, Col Awareness, Cultural Factors, Cultural Images, Awareness, Cultural Tractors, Cultural Hinges, 'Culturally Disadvantaged, Cultural Traits, In-service Education, Needs Assessment, 'Outreach Programs, Participant Involvement, Preservice Education, Teacher Education

Identifiers-*Outreach Centers

It is the undeniable responsibility of the community college to provide educational opportunity ties for all citizens in a community, including culturally different adults. In designing relevant outreach center programs for culturally different adults, it is of utmost importance to determine the needs of the groups, to directly involve par-ticipants in the process, to explore their perceptions of reality, and to examine biases held by the dominant society. The logical starting point for program planning involves determining the group characteristics, which will vary from one group to another. The social-psychological characteristics of culturally different groups usually include low self-esteem, a high degree of dependency on others, and difficulties in communicating with the dominant society. The Martin Luther King Adult Education Center of Kankakee Community College, Kankakee, Illinois is a model outreach center that provides physical/socioeconomic/so cial-psychological support through its "success-oriented" program. Effectiveness of an outreach center will depend ultimately on the quality and dedication of the teaching/counseling/administra-tive staff, and on preservice and inservice train-ing, which are vital teacher training components. Moreover, outreach centers need to coordinate their efforts with community libraries and learning centers in order to serve the needs of culturally different adults. (EA)

ED 117 428 95 Atkinson, Marilyn And Others

Career Education: Learning with a Purpose. Secondary Guide-Vol. 1. Art, English, Industrial Arts, Physical Education, Science, Field Trips and Guest Speakers.

CE 006 075

State Fair Community Coll., Sedalia, Mo. Spons Agency—Office of Education (DHEW), Washington, D.C.

ote—181p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Art, *Career Education, Curriculum Development, Curriculum Guides, Educational Objectives, English, Industrial Arts, *Integrated Objectives, English, Industrial Arts, "Integrated Curriculum, Learning Activities, Physical Education, Resource Materials, Sciences, *Secondary Education, Teacher Developed Materials, ching Procedures, *Units of Study (Subject Fields)

The guide offers a compilation of teacher developed career education materials which may be integrated with secondary level curriculum and, in some cases, complete unit or course out-lines are included. Suggested activities and ideas are presented for the following five subject areas and their related units: art, English (activity sug-gestions for semester courses and for college preparatory English), industrial arts-home main tenance and repair, physical education, and science (general science, biological science, and chemistry). Objectives, teaching procedures, and resources and materials are presented for each unit. A 12-page list of suggested local field trip sites and guest speakers is included. (EC)

ED 117 429 95 CE 006 076

Alkinson, Marilyn And Others
Career Education: Learning with a Purpose.
Secondary Guide-Vol. 2. Business, Metrics, Special Education, Field Trip Sites and Guest

State Fair Community Coll., Sedalia, Mo. Spons Agency—Office of Education (DHEW),

Spons Agency—Office of Bastaland Washington, D.C.
Note—158p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE 006 362-365 EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Business Education, *Career Education, Curriculum Development, Curriculum Guides, Educational Objectives, Guidelines, Integrated Curriculum, Learning Activities, *Metric System, Resource Materials, *Secondary Education, *Special Education, Teacher Developed Materials, Teaching Procedures, Units of Study (Subject Fields)

The guide offers a compilation of teacher-developed career education materials which may developed career education materials which may be integrated with secondary level curriculum and, in some cases, complete units or course outlines are included. Suggested activities and ideas are presented for three subject areas: business, metrics, and special education. The business education section provides activity suggestions related to steps in applying for employment and a discussion of employee and customer relations, and includes role playing situations as well as teaching procedures and resource lists. The metrics section provides activity suggestions integrating metrics into art, economics, English, math, home economics, science, and social studies; student worksheets; charts; and a metrication tent worksnees; charts, and a metication resource list. The special education section offers a course of study for a vocational multi-occupa-tions class including a discussion of objectives, scope, and content; a list of discussion topics and related and integrated learning activities; text-books and references; and instructional aids. A 13-page list of suggested local field trip sites and guest speakers is included. (EC)

CE 006 077

Adkinson, Marilyn And Others

Career Education: Learning with a Purpose.
Secondary Guide-Vol. 3. French, German,
Spanish, Field Trip Sites and Guest Speakers.
State Fair Community Coll., Sedalia, Mo.

Spons Agency-Office of Education (DHEW), Washington, D.C. Note—264p.; For Volumes 1-6, see CE 006 075-

080; For Junior High School Guides, see CE 006 362-365

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—*Career Education, Cultural Con-text, *Cultural Enrichment, Curriculum Development, Curriculum Guides, Educational Objectives, *French, *German, Instructional Materials, Integrated Curriculum, Learning Activities, Resource Guides, Resource Materials, Secondary Education, Second Language Learning, *Spanish, Teacher Developed Materials, Teaching Procedures, Units of Study (Subject

The guide offers a compilation of teacherdeveloped career education materials which may be integrated with secondary level curriculum in the study of French, German, and Spanish. The materials are based on a travel course of the country in order to include most aspects of its culture, economy, and other areas. A list of career opportunities in foreign language and ob-jectives of foreign language study are presented, and to emphasize cultural aspects, formats are suggested for a programed culture assimilator, culture capsule, and mini-drama. The French section (35 pages) includes: (1) a course entitled "A Visit to France," (2) the French monetary system, (3) forms of address, (4) vacationing in France, (5) recipes, and (6) cultural aspects of France with situational dramas. The German section (14 pages) includes: (1) a course on German sports, recreation, and leisure with sample lesson plans; (2) language study based on German sources; and (3) situational dramas. The Spanish section (154 pages) includes: (1) a list of cultural topics, (2) lesson plans, (3) recipes, (4) vocabuwords, (5) descriptions of religion, festivals, and education, (6) situational dramas, and (7) unit plans. A 29-page bibliography/resource guide is also included. (EC)

ED 117 431 CE 006 078

Adkinson, Marilyn And Others

Career Education: Learning with a Purpose.
Secondary Guide-Vol. 4. Home Economics,
Family/Community Relations, Home Management, Foods and Nutrition, Clothing and Textiles, Field Trip Sites and Guest Speakers.
Stute Fair Community Cell Sedalis Mo.

State Fair Community Coll., Sedalia, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Note-125p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE

006 362-365
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—"Career Education, Child Development, Clothing Instruction, Curriculum
Development, "Curriculum Guides, Educational Objectives, "Family Life Education,
Home Economics, "Home Economics Education, Home Management, Learning Activities,
Nutrition Instruction, Resource Materials,

Self Acqualization tion, Home Management, Learning Activities, Nutrition Instruction, Resource Materials, *Secondary Education, Self Actualization, Teaching Procedures, Unit Plan The guide offers a compilation of teacher-developed career education materials which may

be integrated with secondary level curriculum in home economics. Suggested activities and ideas are presented as unit plans in the following areas of home economics: family relations/family living, home management, child development, foods and nutrition, clothing and nutrition, creative home arts, and community service projects. Unit objectives, teaching procedures, resources and materials, evaluation, and comments on use are presented for each unit. Also included are activity suggestions for home economics units in a semester course called "Personal Culture". Designed mainly for girls, it deals with manners. grooming, personality, and job-related aspects of personal development. A 13-page list of suggested local field trip sites and guest speakers is given. (EC)

ED 117 432 CE 006 079

Atkinson, Marilyn And Others
Career Education: Learning with a Purpose.
Secondary Guide-Vol. 5. Mathematics and
Career Clusters, Mathematics Related Activity
Suggestions, Field Trip Sites and Guest
Speakers.

State Fair Community Coll., Sedalia, Mo.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Note-168p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage EDRS Price MF-\$0.83 HC-\$8.09 Files Possage Descriptors—*Carrier Education. Curriculum Development, *Curriculum Guides, Educa-tional Objectives, Integrated *Mathematics, *Occupational Resource Materials, *Secondary Education, *Mathematics, *Occupationa Resource Materials, *Seconda Teaching Procedures, Unit Plan

The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum in mathematics. Suggested activities and ideas present the following units based on career clusters as they relate to mathematics: construction, communications and media, hospitality and recreation, public service, marine science, ho manufacturing, transportation, and agri-business and natural resources. Activity suggestions for other math-related units are also given including oner manifectate units are assegiven including several "silent lectures" emphasizing logical problem solving and units on consumer economics, metrics, computer science, statistics, and other mathematical applications. Objectives, teaching procedure, and related resources and materials are presented for each unit. A 12-page list of suggested local field trip sites and gu speakers is included. (EC)

ED 117 433 CE 006 080 Atkinson, Marilyn And Others

Career Education: Learning with a Purpose. Secondary Guide-Vol. 6. Social Studies, History and Government, Contemporary Issues, Con-sumer Economics, Sociology and Pscyhology, Career Information, Field Trip Sites and Guest Speakers, State Fair Community Coll., Sedalia, Mo.

Spons Agency–Office of Education (DHEW), Washington, D.C. Note–231p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage EDRS Price MF-\$0.83 HC-\$12.71 Descriptors—*Career Education, *Consumer Current Events, Curriculum

Economics, Current Events, Curriculum Development, *Curriculum Guides, History In-Development, *Curriciaum Guides, restory in-struction, Learning Activities, Resource Materi-als, *Secondary Education, *Social Studies Units, Teaching Procedures, Unit Plan The guide offers a compilation of teacher-

developed career education materials which may be integrated with secondary level curriculum in social studies. Suggested activities and ideas are presented for the following subject areas and re-lated units in social studies: history and govern-ment (26 pages), contemporary issues (49) pages), consumer economics (65 pages), sociology and psychology (23 pages), and career planning and decision making (39 pages). Objectives, teaching procedures, and resources and materials are presented for each unit. Sample instructional materials are included in the career planning unit. A 13-page list of suggested local field trip sites and guest speakers is included. (FC)

ED 117 434 CE 006 081 Report of the Governor's Task Force on Aerospace-Aviation Education. Federal Aviation Administration (DOT), Washington, D.C. Office of General Aviation.;

Governor's Aerospace-Aviation Task Force, Sacramento, Calif.

Pub Date [73] Note-74p.; For related document, see CE 006

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Aerospace Education, Career Opportunities, Course Descriptions, *Educational Needs, Educational Problems, *Educational Needs, Educational Problems, *Educational Programs, Elementary Secondary Education, Industry, Post Secondary Education, Program Descriptions, *Program Effectiveness

Identifiers-*California

The purpose of the Aerospace-Aviation Education Task Force was to study the problems and present recommendations for space and aviation education in California. Educational trends and the increasing rate of dropout occurrence reveal a need to introduce changes in the education and training of students. Many career opportunities exist in the field of aerospace and aviation. Com-mittees were formed to concentrate on the various existing educational levels. The following levels were studied and several aspects of their programs are discussed with recommendations for their development: (1) elementary and junior high schools (description of exemplary prohigh schools (description of exemplary programs); (2) high schools and community colleges (requirements for a standard designated subjects teaching credential in aviation flight instruction and/or aviation ground instruction, courses in aviation education, and commentary on the education code); (3) colleges, universities, and private schools (description of aerospace or aeronautical programs in various institutions); and (4) industry and the professions (findings from a survey of aerospace industry employers on their opinions regarding the needs of aerospace education, a discussion on recent technological education, a discussion on recent technological developments, and an overview of aviation educa-tion in the Soviet Union). Materials related to the activities conducted by the task force are appended. (EC)

CE 006 082 ED 117 435

Careers in the Aerospace Industry.

Aerospace Industries Association of America, Inc., Washington, D.C.; Federal Aviation Administration (DOT), Washington, D.C. Office of General Aviation of General Aviation.

Pub Date Jun 75 Note-6p.; For related document, see CE 006

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Administrative escriptors—Administrative Personnel,
*Aerospace Industry, Aviation Technology,
Clerical Occupations, *Employment Opportunities, *Occupational Information, Production
Technicians, Professional Occupations, Technical Occupations

Technicians, Professional Occupations, Technical Occupations
The document briefly presents career information in the field of aerospace industry. Employment exists in three areas: (1) professional and technical occupations in research and development (engineers, scientists, and technicians); (2) administrative, clerical, and related occupations (engineers, scientists, technicians, clerks, secretaries, stenographers, typists, tabulating machine and computer operators, and other office personnel); and (3) production occupations (sheet metal work, machining and tool fabrication, other metal-processing, assembly and installation, in-specting and testing, flight checkout, materials Aerospace employment is expected to rise by the mid-1980's. Job opportunities are most favorable for highly-trained scientists, engineers, and technicians. Less skilled and unskilled workers are needed to fill entry level production positions.
(Employment statistics for the industry up to December 1975 are provided.) (Author/EC)

ED 117 436 CE 006 084

Braaten, Larry Miller, Annette Semiannual Report on State Research Coordinating Unit Activities for the Period January 1,

1975-June 30, 1975. Bureau of Occupational and Adult Education (D-HEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Nov 75

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Note—128p.; For previous reports see: ED 110 683; ED 107 838; ED 099 519; ED 099 681; ED 080 720; ED 076 781; ED 068 718; ED 067 463; ED 052 381; and ED 053 293

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Career Education, *Educational Descriptors—Career Education, *Educational Research, Reports, *Research Coordinating Units, *Research Projects, Research Proposals *State Programs, *Vocational Education

Identifiers-Vocational Education Amendments

The report summarizes information received from State Research Coordinating Units (RCU's) regarding research activities conducted under Section 131 (b) of Part C of the Vocational Education Amendments of 1968. Eleventh in a series, the report covers the second six months of Fiscal Year 1975 and is designed to inform States of research and development conducted by other States, thus facilitating exchange of information and reducing duplication of effort. A list of previous reports is included with an indication of their availability from the Educational Resources Information Center (ERIC). Sources of project abstracts are Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) and Research in Education. The report is arranged alphabetically by State with information from American territories in a concluding section. Items listed for each re-porting State or territory include: name of the Director of Vocational Education, name of the Research Coordinating Unit director, projects completed, new projects funded, research related activities, and projects and activities planned. A title or brief description of the project or activity and the name of the individuals or institution involved are given. (Author/MS)

ED 117 437 95 CE 006 085 Careers in Communications Media. Instructor Guideline.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Spons Agency-Office of Education (DHEW), Washington, D.C. b Date 75

Pub Date Note-224n

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-1496-3, \$5 60)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Career Awareness, Career Educa-tion, *Career Exploration, Career Planning, *Communications, Curriculum Design, *Cur-riculum Guides, *Curriculum Planning, Educational Resources, Guidelines, Learning Activi-ties, Mass Media, *Occupational Clusters, Oc-cupational Information, Publishing Industry, Secondary Education

Identifiers-*Communications and Media Occu-

The guideline, an indepth focus on one of the 5 U.S. Office of Education (USOE) career education (USOE cation clusters, provides instructors with informa-tion to support effective career decision making and occupational preparation. The first section provides a perspective of career education as applied to occupations in the guidelines (includes explanations of the USOE Model System, a career education/cluster system, and the World of Work function approach). The second section contains: procedures used to define the Dictionary of Occupational Titles (DOT) cluster job titles; listings of job titles representing occupational areas, primary occupations, and occupational families within the cluster; and job analyses describing major job function and duties of the Communications Media Occupations (CMO) from the DOT. A third section provides: purposes learner characteristics observes and acceptations. poses, learner characteristics, objectives, and activities for the career orientation (grades 7-9), career exploration (grades 9-10), and occupa-tional preparation phases (grades 11-14, graphic communications); an articulation model for the preparation phase; an annotated bibliography of selected curriculum materials; four instructional strategies; learning activities evaluation model; and a list of primary occupations by school subjects. A final section selectively reviews the elements needed in constructing a successful career education system in the CMO cluster. (Author/MS)

ED 117 438 Byler, Bennie L.

Analysis of Factors Related to the Educational Plans of Iowa Vocational Agriculture Students. Iowa Agricultural and Home Economics Experiment Station, Ames.; Iowa State Univ. of Science and Technology, Ames. Dept. of

Science and Technol Agricultural Education.

CE 006 087

Note—263p. EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—*Analysis of Variance, *Aspiration, Career Planning, Data Analysis, *High School Students, Measurement Instruments, Occupa-tional Aspiration, Secondary Education, *Social Influences, Student Characteristics, Tables (Data), *Vocational Agriculture

The primary purpose of the study is to determine the educational plans of junior and senior vocational agriculture students and assess factors which may be related to their educational plans on graduation from high school. Information was collected from a sample of 623 students from 30 public high schools which provided vocational agriculture programs in 1974-75. Instruments for collecting data consisted of: (1) personal, family, and community data related to educational and and community data featers to educational and occupational plans of lowa vocational agriculture students (40 variables); and (2) agribusiness achievement test (four variables). The following educational plans on graduation were identified and studied: (1) those who planned to attend a postsecondary area vocational school (27%), (2) possecondary area vocational school (27%), (2) those who planned to attend a four-year college or university (17%), and (3) those who planned to enter the world of work (55.9%). The findings of the study reveal that there are differences in of the study reveal that there are differences in selected factors related to educational decision making among vocational agriculture students grouped according to their stated educational plans upon graduation from high school. A series of 87 tables support the analysis and discussion based on the collected data. Materials related to conduction of the study are appended. (Author/EC)

ED 117 439 CE 006 089

Wiley, Llewellyn N.

Potential Uses of the Functional Account Code in Describing Job Requirements. Final Report for Period March 1974-June 1975.

ir Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No-AFHRL-TR-75-53 Pub Date Oct 75

Note—18p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Job Analysis, *Manpower Utiliza-tion, Measurement Techniques, *Military Per-sonnel, Occupational Clusters, Tables (Data), Work Experience

Identifiers-Air Force, *Functional Account

Code

A major problem in the utilization of personnel A major problem in the utilization of personnei appears in the identification of skills and knowledges acquired in job assignments held in the past. Lack of regular job inventorying of Air Force personnel by individuals rather than samples makes it infeasible to use job inventories to recapture a given airman's record. The possibility of using the Functional Account Code (FAC) in occupational analysis was formulated and preliminary assessment to verify its potential is presented in the study. The study was made possible with the use of a file of records on all studies clustering job inventories from 1965-1971 with the FAC for each airman included. It was with the FAC to reach airman included. It was first shown that, when individuals are sequenced by FAC, the job clustering corresponds well with the FAC. Seventy-five Air Force Systems Commands are shown in graphic form. A more intensive analysis was then made of the Administration Specialist ladder, which contains the largest number of FAC's of any specialty. It was found that FAC titles agreed well with the titles assigned to job clusters by the analyst who in-terpreted the homogeneous grouping of the job inventories. Longitudinal analyses are planned as a continuation of the study. (Author/EC)

ED 117 440 CE 006 090 Porreca, Anthony G. Stallard, John J.

Common Affective Domain Competencies of Stu-dents Among Vocational Areas: A Mini-Grant Research Project. Final Report. Tennessee State Board for Vocational Education,

Nashville.; Tennessee Univ., Knoxville. Occu-pational Research and Development Coordinating Unit. Pub Date Jun 75

Note-70p.; Appendix A may not reproduce well due to broken type EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Affective Objectives, I

Economics Education, Industrial Education, *Performance Based Education, *Surveys, Validity, Vocational Agriculture, *Vocational Education

Identifiers—Affective Competencies

The study attempts to verify the affective competencies which vocational-technical areas in common require of students, and to validate those required in agriculture, business and office, distributive, home economics, and industrial education. The affective competencies were identified so that they might be a major part of the learning sequence, not merely incidental, and provide a basis on which to establish common experiences among vocational education programs. The competencies, elicited by review of vocational education publications, were verified by randomly selected employers, employees, and teachers. Their degree of commonality was validated by 48 State vocational directors, through the Delphi technique. The study con-cludes that: (1) State directors appear to agree that the five vocational areas do require common affective competencies; (2) teachers, employers, and employees appear to agree with directors on what constitutes affective competencies; (3) they appear also to agree on which are important for career success; (4) affective competencies appear to provide a commonality for the five areas; and (5) the common affective competencies appear to be as important as cognitive and psychomotor competencies. Tables comprise the largest part of the report. A research instrument, a condensed version of Bloom's taxonomy of educational objectives, and sample study correspondence are appended. (Author/AJ)

ED 117 441 CE 006 091 The Role of Prison Industries Now and in the Fu-

ture: A Planning Study.
Georgetown Univ. Law Center, Washington, D.C.
Inst. of Criminal Law and Procedure.

ons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research

and Development.
Report No—DLMA-21-11-73-03-1 Pub Date 18 Aug 75

Note-66p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Analysis, *Cor-

Descriptors—Comparative Analysis, *Correctional Rehabilitation, *Corrective Institutions, Federal Legislation, Industrial Training,
*Industry, Labor Conditions, Policy Formation, *Industry, Labor Conditions, Policy Formation, Program Costs, Program Descriptions, *Pro-gram Development, *Program Effectiveness, Program Evaluation, Program Improvement, Program Planning Identifiers—*Prison Industries

The Institute of Criminal Law and Procedure analyzes the merits, limitiations, and problems of various approaches to prison industry and recommends measures and programs to improve indus-tries. Federal and State legislation affecting tries. Federal and State legislation affecting prison industries were examined, several prison industries were visited, and the literature of prison industries was reviewed. The study's findings are these: Prison industries exist in the context of correctional systems whose future nensions are unknown and whose purposes are unclear. Therefore, before effective prison industry planning can take place, agreement must be reached as to underlying correctional philosophy and as to the expected numbers and distribution of offenders in the correctional system. Prison industries today do not achieve their traditional goals and should be modified (possibly eliminated). Intelligent modification will be possible only with better information on the true costs of prison industries as determined through standardized accounting procedures. Prison industries should provide a real work experience, including full work days, job compensation, minimum wage, and merit increases in pay. New and closer relationships with private industry can benefit prison industry. Finally, laws restricting prison production and marketing should be repealed. (Author)

ED 117 442 CE 006 092 100 Successful Vocational Special Needs Pro grams.

National Association of Vocational Education Special Needs Personnel. Report No-PL-90-576

Pub Date 1 Aug 75

Note-134p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Educationally Disadvantaged, Edu-cational Programs, *Han.icapped Students, *Program Descriptions, Secondary Education, *Special Education, Teenagers, *Vocational Education, Young Adults

The survey was conducted for the following purposes: (1) to provide a sampling of successful vocational special needs programs throughout the country that were developed as the direct result of the motivation and support provided by PL-90-576 and (2) to make available to educators and other interested parties examples of vocational programs that meet the needs of disadvantaged students in school and the educationally disadvantaged not in school, and examples of successful vocational programs serving the handicapped. The handicaps identified include the crippled, deaf, emotionally disturbed, educable mentally retarded, hard of hearing, learning disabled, multiple handicapped, mentally retarded, other health impaired, speech impaired, trainable men-tally retarded, and visually handicapped. Information for each program is presented in the follow-ing areas: administrative personnel, location of the school, program title, school characteristics (urban or rural, number of students, for disadvantaged or handicapped, grade level, type of handicap), cost, nature of disadvantagement, and brief descriptions of program activities and outcomes. (Author/EC)

CE 006 093 Development of Occupational Therapy Proficiency Examinations. Therapist Level, Assistant Level. Professional Examination Service, New York,

NY

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions. Pub Date 31 Jan 75

Note-111p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Audiovisual Aids, *Criterion Referenced Tests, *Equivalency Tests, *Occupational Therapists, Occupational Therapy Assistants, Pretesting, Task Analysis, *Test Construction, Testing Bendblom **Problems**

Criterion-referenced proficiency examinations have been prepared for entry level occupational therapists and entry level occupational therapy assistants. Item development was based on a task inventory solicited from occupational therapists throughout the country, with six occupational therapists reviewing test development. A small scale pilot test was administered to a total of 233 individuals and a pretest was later administered to 782 individuals including those employed in related fields and a comparison group of college freshman at 23 test sites around the country. Testing methodology and data results are presented, and three parallel forms of each examination resulted. Audiovisuals, simulators, and related materials were explored for the tests, with line drawings being chosen for use, and recom-mendations made for further research in this area. Problems encountered during the test development are discussed. Recommendations state that further external validation and asstate that further external validation and as-sociated test development should proceed before satisfactory performance standards can be established. Appended material takes up two-thirds of the document and includes: test blueprints, therapists tasks, assistant tasks, item writers packet, reviewers instructions, item writers packet, reviewers instructions, item writers, item reviewers, pretest site coordinators, final forms-difficulty levels, and American Occupational Therapy Association policies and procedures. (LH)

CE 006 094 Kulich, Jindra

Adult Education in Continental Europe. An Annotated Bibliography Materials. 1970-1974. of English-Language

British Columbia Univ., Vancouver. Center for Continuing Education.; International Council for Adult Education, Toronto (Ontario).; Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Note—167p. Available from—Centre for Continuing Education, University of British Columbia, Van-couver, Canada V6T 1W5 (\$5.00), or: International Council for Adult Education, 252 Bloor Street West, Toronto, Canada M5S 1V6

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postag Descriptors—Adult Basic Education, *Adult Education, *Annotated Bibliographies, Comparative Education, Educational History, Education tional Legislation, Educational Radio, Educa-tional Research, Educational Television, Financial Support, Folk Schools, *Foreign Countrie Libraries, Organizations (Groups), Periodicals, Post Secondary Education, School Systems, Secondary Education, Training, Vocational Education Identifiers—Europe, European Countries

A listing of English-language sources available on adult education in Europe presents 556 items covering a period of five years and supplements the bibliography Adult Education in Continental Europe: An Annotated Bibliography of English-language Materials 1945-1969. The bibliography is organized by country, with a section on Europe and a section on Scandinavia. Countries include: Albania, Austria, Belgium, Bulgaria, Czechoslovakia, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Luxemburg, Netherlands, Norway, Poland, Portugal, Romania, Spain, Sweden, Switzerland, USSR, and Yugoslavia. Materials were selected using the broadest possible concept of adult education as a basis. They are divided into 20 main categories, then further subdivided, so that both broad categories (e.g., history of adult education) and specific areas (e.g., night schools) are included. The listing for each country is sub-divided into categories of the various institutions, methods and technicians, and subject matter, with each source listed in full as the main entry in the major applicable sub-category and cross-referenced by number under any other applicable sub-category. Subject and author indexes, a list of periodicals searched, and a list of the 20 categories used throughout the bibliography are in-cluded. (Author/LH)

ED 117 445 Law Enforcement Technology (Police Science Technology). A Suggested Two-Year Post High School Curriculum.

School Curriculum.
University Research Corp., Washington, D.C.
Spons Agency—Bureau of Occupational and
Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Educa-

Pub Date 75

Contract—OEC-0-70-4505

Note-150p.; Photographs will not reproduce

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01402)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors—Course Content, *Curriculum Guides, Educational Facilities, *Law Enforce-ment, Lesson Plans, *Police, Post Secondary Education, Professional Education, Resource Guides, *Training

The suggested curriculum guide for law enforcement (police science) programs was designed to assist those responsible for implementing a course of study that is becoming a job requirement prior to employment in police service. Law enforcement education programs are discussed in terms of background, police roles, employment opportunities, and educational requirements. Program implementation is examined in terms of present commitments, advisory committees, program planning, staff, students, instructional material, and student evaluation. A four semester outline is presented, including an indication of class, laboratory, and outside study hours and brief descriptions of each course. Course outlines for units of instruction to cover the suggested curriculum are then presented under the following broad categories: technical specialty (10 courses); auxiliary and supporting technical (7 courses); general (10 courses). Suggested texts and references are listed after each course, and class hours necessary for each unit of instruction are indicated. Physical facility needs are examined closely and include diagrams, descriptions, necessary equipment, and their esti-mated costs. A bibliography of suggested materials is provided. Information regarding student and program assistance, and listings of film sources and postsecondary institutions with this type of program are appended. (LH)

ED 117 446 Bedggood, Richard, Ed.

Surveying for Community Education. Seminar Papers, June 28 and July 26, 1975.

Auckland Univ. (New Zealand). Centre for Continuing Education.; New Zealand Association for Community Education, Auckland. Pub Date 75

Note-91p.; Not available in hard copy due to poor reproducibility; Papers presented to the second seminar of the New Zealand Association for Community Education

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, *Community Education, *Community Surveys, *Educational Needs, Foreign Countries, *Needs Assessment, Questionnaires, Role Perception, School Role, *School Surveys, Seminars, Tables (Data) Identifiers—New Zealand

The nine seminar papers present discussion and methodology related to surveying for community education. The introductory paper, Initiating Community Education-Who Does It and How, examines local, governmental, nongovernmental, and individual roles in supporting community education. Methodological Considerations in Community Surveys discusses community survey design and data analysis. Another paper provides a listing of selected references related structure, formation, and analysis of sociological surveys. Surveying for University Community Education is a comparison of two continuing education surveys conducted at Auckland University in 1945 and 1951. The Assessment of Communiy Education Needs: the Masterton Study examines the effects of social background factors on the development of adolescents as a base for possible community programs. Surveying the High School Community and The Primary School Survey describe a questionnaire survey related to increased use of secondary school facilities for increased use of secondary school racinties for out-of-school classes. Other papers, which clarify school role within the total framework of commu-nity education are The Intermediate School Model in Community Education and Surveying a Community's Needs for Early Childhood Education Services. (EA)

ED 117 447 CE 006 099 The Women's Leadership Project: A One-Year Training Project in Adult Education Administration. Final Report.

Boston Univ., Mass. School of Education. Spons Agency-Massachusetts State Dept. of Education, Boston. Bureau of Adult Services.

Pub Date Aug 75 Note—86p.; Appendix B will not reproduce well

due to faded type EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—*Administrator Education, Adult Basic Education, *Adult Education, *Adult Basic Education, *Adult Education, Educators, Bibliographies, Community Involvement, Equal Opportunities (Jobs), *Females, Individualized Programs, Internship Programs, Training, Models, *Leadership Women Descriptions, Resource Centers.

Teachers The Women's Leadership Project represents an initial effort to combat discrimination against women in adult education, with special emphasis on adult basic education. Overall goals involved leadership development, impact, and support to: (1) recruit and prepare 10 qualified women adult educators for leadership positions in adult education, (2) develop a resource center of materials relevant to the leadership status of women in education and disseminate information broadly, and (3) develop an internal/external system for project participants. The highly dividualized program was conceived as strongly field based with emphasis on the relation between theory and practice. Project staff included one full-time and three part-time faculty representing educational management, curriculum, and adul education. Program features included: a special preseminar and seminar, supervised management nternship in adult education at the local or State level, university course work, and special commu-nity impact activities. Specific listings of internships, courses, conferences/meetings/workshops attended, special impact projects, and resource center offerings are included as well as self-rating forms and progress charts. Appendixes contain: a schematic representation of the project, recommended readings, proseminar schedule, educa-

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tional leadership appraisal, a workshop descrip-tion, job referral and placement resources, and resource center readings. (EA)

CE 006 101 Homemaker Health Aide Service: Training Manual.

Administration on Aging (DHEW), Washington, D.C.; Homemaker Service of the National Capital Area, Inc., Washington, D.C. Report No—DHEW-OHD-74-20103

Pub Date Jun 74 Note-125p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Course Content, Curriculum Development, Guides, *Home Health Aides, Homemaking Education, Homemaking Skills, Instructional Materials, *Job Training, *Occupational Home Economics, Occupational Information, Social Services, *Visiting Homemakers

TRaining women for homemaker service is an important function of every agency that provides such services. The Homemaker Service of the National Capital Area, Inc. designed a training manual to be used with either a single new employee or with a group as large as 15. Informal discussions, lectures, practice, and demonstration are methods of teaching used. Supplementary aids that have proved helpful include films, case histories, and problem setting questions. The manual provides knowledge that will be needed by the homemaker in 10 sections: an introduction to homemaker services; goals; role of the homemaker and types of services; working with troubled people; the homemaker and families with children; the homemaker and the sick and disabled; the homemaker and mental health; the homemaker--nutrition and home management; agency policy and procedures; and agency forms and related materials. (Author/BP)

ED 117 449 CE 006 102

Kelly, Thomas, Ed. A European Bibliography of Adult Education. A Select List of Works in English, French and German Published Up to and Including the

National Inst. of Adult Education, London (England).

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France). Pub Date 75

Note-67p. Available from-National Institute of Adult Edu-

cation, 35 Queen Anne Street, London, WIM
OBL, England (\$6.00)
Document Not Available from EDRS
Descriptors—*Adult Education, *Annotated

Bibliographies, *Foreign Countries, Indexes (Locaters)
Identifiers—*Europe

The volume is described as a first attempt to provide a brief bibliography of some of the most important work of European scholars in three major languages--English, French, and German. The 482 citations are divided into two general categories: general background and the teaching situation. The first group cites separately items of general interest and items from 20 European countries in the following areas: bibliographies and abstracts, periodicals, and historical and descriptive surveys. Items in the second section are not arranged separately by country. They focus on: general theories of adult education, including also leisure and education permanente; the adult student: attitudes, motives, and characteristics; psychology of adult learning, including also group psychology and group dynamics; teaching methods, both general and multimedia techniques, programed learning, and broadcasting and audiovisual techniques; evaluation; and training of adult educators. Typical bibliographic data is provided together with an English annotation which briefly describes each entry. An author index is appended. (BP)

ED 117 450

Bown, Lalage

CE 006 103

"A Rusty Person is Worse than Rusty Iron"--Adult Education and the Development of Africa. Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date 23 May 75

Note-29p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors-*Adult Education, Adult Literacy, *African Culture, Community Development,
*Developing Nations, Educational Attitudes,
*Educational Development, *Educational Needs, Womens Education Identifiers—*Africa

In order for adult education to be successfully applied in other countries, it is important that an understanding of the people's traditional background and educational attitudes is acquired. A continuing educator must also be a continuing learner. In Africa, education is considered a continuing or recurrent process throughout life serving to fulfill social needs, to foster community awareness, and transmit basic values. Adult education offers a chance for a country to develop cation ofters a chance for a country to develop and strengthen its population, not only in terms of economic advancement, but in terms of acquiring literacy and skills in the areas of politics, health, agriculture, and economics. Edu-cational problems exist for African women since men are usually provided more educational op-portunities in the school system which is patterned after the western model. In planning adult education programs, the important role women already have in the areas of agriculture and trade should be taken into consideration. Adult education, for men and for women, promotes national cultural cohesion by raising the consciousness of the people to a sense of develop-ment and change. (EC)

ED 117 451 CE 006 104 National Productivity and Quality of Working Life Act of 1975.
Congress of the U.S., Washington, D.C.

Report No-PL-94-136

Pub Date 28 Nov 75 Note-12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Federal Legislation, Federal Programs, Human Resources, *Productivity,

Work Environment

The Act was formulated to: (1) establish a National Center for Productivity and Quality of Working Life; (2) provide for a review of the ac-tivities of all Federal agencies including implementation of all Federal laws, regulations, and policies which impede the productive per-formance and efficiency of the American economy; (3) encourage joint labor, industry, and government efforts to improve national productivity and the character of working conditions; (4) establish a Federal policy with respect to continued productivity growth and improved utilization of human resources; and (5) for other purposes. The Act consists of the following areas: Title I--Findings, Purpose, Policy, and Definitions; Title II--National Center for Productivity and Quality of Working Life Established; Title III--Federal Access Coordinations and Institute of III--Federal Agency Coordination and Liaison with Center; Title IV-Administrative Provisions; Title VI-Evaluation by the Comptroller General; Title VI-Repeal and Transfer; and Title VII-Authorization of Appropriations. (EC)

ED 117 452 CE 006 105

Johannesson, Ingvar Aim and Goals for Bilingual-Bicultural Education: Short-Term and Long-Term Aspects. Lund Univ. (Sweden), Dept. of Education. Pub Date 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Bilingual Education, *Bilingualism, *Educational Objectives, *Elementary Educa-tion, Equal Education, *Foreign Countries Identifiers—*Sweden

Due to increasing numbers of immigrants since 1960, especially Finnish children, Sweden began to establish instructional objectives and policies for immigrant children. Stated aims clearly stress that the primary aim in the teaching of immigrant children in Swedish schools is to promote bilingualism. While the short-term aim is to produce functional bilingualism (equal ability to speak and read both languages), the long-term aim is to equalize the learning opportunities for these children in the regular school system. V. P. John and V. M. Herner (1971) propose four models of bilingual education: informal, supplementary, transition, and two-way. The Swedish model is a transition model which uses the native language as a bridge to the national language. The mother tongue (Finnish) is developed to a relatively high degree during pre-school years and the first two years in the compulsory school; Swedish is given

subordinate importance until grade 3 when training in the national language is necessary. The objective is to reach functional bilingualism by the end of grade 3. Development in the native lan-guage after age 10 is highly dependent upon the individual child and parental support. (EA)

ED 117 453

CE 006 106

Passmore, David Lynn Policy Implications of "Inequality" for Career Education. Monograph No. 2. Bowling Green State Univ., Ohio. Career and

Technology Education Graduate Faculty.
Pub Date 76

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Book Reviews, *Career Education,
Educational Assessment, *Educational Equality, Educational Needs, Educational Philosophy, Educational Policy, *Equal Education, Social Class, Social Differences, *State of the Art Reviews

The conclusions presented in a book entitled lnequality, written by Jencks, et al., call for a critical analysis of the popular beliefs regarding schools and schooling as a means to achieve the social, economic, and cultural goals of the American Dream. This meritocratic system offers equal opportunities but may yield unequal results. In Jencks study, educational opportunities, educational attainment, occupational status, income, and job satisfaction were all found to be unequally distributed among individuals. These inequalities are real, even though their causes may be questioned, and they have implications for career education, which is, like faith in schooling, presented as a facilitator of the meritocratic ideal. Because it can exert fluence over the working world, it is likely that career education will act as a conservative force to maintain the very societal inequalities it was designed to overcome. The achievement of equality will require more radical social and economic changes than mere school reforms of-fered by career education. (Author/EC)

ED 117 454

CE 006 107

Gardner, David C. Warren, Sue Allen
Career Education Potential for Students at the
Massachusetts Hospital School in Canton. An Evaluation of Current Program and Proposal for the Development and Implementation of a

Career Education Program.

Blue Hills Regional Technical School, Canton, Mass.; Gardner and Warren Research, Inc., Wakefield, Mass.; Massachusetts Hospital School, Canton.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Edu-

Pub Date 15 Aug 75

Note-176p.; Appendix A has been deleted, because it contained copyrighted material EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Career Education, *Employment Potential, National Surveys, Needs Assessment, Occupational Clusters, *Physically Han-Occupational Clusters, *Physically Handicapped, Questionnaires, *Residential Schools, Resource Guides, State Federal Aid, State Surveys, *Vocational Development

Focusing on the career education potential of physically handicapped individuals at Massachusetts Hospital School (MHS), the project included a current population assessment, a survey of employment prospects, and career education resources for physically handicapped students. Based on a series of data collection procedures, 18 career education recommendations are offered for MHS. A questionnaire (23 percent return) to 434 State firms to determine the kinds of businesses and types of jobs employing the physically handicapped indicated many employers appeared unaware of the potential of physically handicapped employees. Findings of a national survey to 51 Directors of State Easter Seal Societies. (24 percent return) and 50 State Commissioners of Education (42 percent return) to determine successful occupations of physically handicapped persons (coded by handicapping condition and listed under occupational clusters) showed that a wide variety of careers are open to physically handicapped persons in Massachusetts and the United States. The program/population study covered: physical facility, equipment, records, handicapping conditions, academic aptitude/curriculum, personality traits (High School Personality Questionnaire), and school programs. Findings of a questionnaire to graduates of 1968-1973 classes (53 percent return) also are included. Resources include potential funding sources, annotated bibliography of classroom materials, list of publishers, and professional references (EA)

ED 117 455 CE 006 108 Inservice Education: A Method for Organizing and Implementing Inservice Programs Based on Participants' Interest and Needs.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section. Pub Date 14 Nov 74

Note-22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Education, *Educational Needs, Guidelines, Inservice Education, Inservice Programs, *Inservice Teacher Education, Needs Assessment, *Participant Involvement, *Program Planning, *Questionnaires, Teacher Attitudes, Teacher Improvement

A four-step method that can be utilized to make inservice education programs more responsive to the interests and needs of teachers and other educational personnel is presented. The first step involves assessing teachers' attitudes and changes in attitudes toward inservice as measured by responses to 34 statements in an inventory. A copy of the instrument is included and its purdesign, and use are described. It is suggested that the second step, surveying for general inservice needs, be accomplished by collecting data from the appropriate individuals and notifying them of the needs determined by consensus Copies of surveys directed to teachers, vocational teachers, and administrators are included as examples. The third step is a survey that identifies participant strengths and weaknesses, objectives emphasize, and instructional procedures to utilize. Two examples of such an instrument are given along with a list of definitions for learning procedures. The fourth step involves designing and conducting the planned inservice program to meet participant needs identified through the data gathered in the previous steps. Attached is a list of 15 guidelines for effective inservice in career education based on the results of a nation wide study. (Author/MS)

ED 117 456

CE 006 109

Campbell, Carol Gorby

Getting it Together [8]. A Teacher's Guide: An Integrated Approach to Junior High Career Edu-

Eugene Public Schools, Oreg. Spons Agency—Oregon State Dept. of Education,

Pub Date 74 Note-141p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Career Education, Career Explora-tion, Career Planning, Consumer Economics, *Curriculum Guides, Grade 8, *Instructional Materials, Junior High Schools, *Learning Activities, *Program Descriptions, Self Evaluation, Simulation, Small Group Instruction, Voca-

tional Education

Most of the document is a teacher's guide for an eighth grade course in career education, in use at Cal Young Junior High School, Eugene, Oregon, emphasizing small group work. The five main parts of the course are: (1) career corner, a multimedia career information center for student job studies, (2) life career, a life planning simulation game, (3) self-awareness learning package for self-evaluation of interests, attitudes, abilities, and personality, (4) study of a local business, and (5) consumer economics, emphasizing buying an automobile and grocery shopping. The guide con-tains general objectives for the course. Specific objectives, background information, student activities, worksheets, and other learning materials are included for each unit. Activities can be adapted for use with the entire class. The guide is one product of a project to provide a comprehensive, formal career education program to seventh and eighth grade students through a learning center program utilizing an integrated approach The final report of the project which involved 483 students and 20 staff members is included. The educational setting, procedures, outcomes, and recommendations of the two-year effort are summarized. An evaluation of the project's objectives indicates that the majority were met fully or partially. (MS)

ED 117 457

CE 006 110

Schuberg, Marilyn Canon, Betty Jean Communication Skills Program for Vocational

Oregon State Dept. of Education, Salem.; West Linn School District 3J, Oreg. Pub Date May 72

Note—346p.; A few pages may reproduce badly EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—Auto Mechanics (Occupation),
*Communication Skills, *Course Content, Course Evaluation, Curriculum Development, Curriculum Planning, Draftsmen, Electronics, English Instruction, *Instructional Materials, *Integrated Curriculum, Job Application, Metal Working Occupations, Secondary Education, *Trade and Industrial Education, Vocational

The project was designed to help high school students with industrial occupational goals achieve practical communication skills necessary for efficient employment entry. Industrial arts and language arts teachers together developed major essential categories for vocational English (reading skills, correspondence skills, reference skills, chnical terminology, and job hunting skills) and subdivided these into specific communication skills. Multiple job sheets were developed for each skill utilizing content from the occupational fields (auto mechanics, drafting, electronics, and metals). A total of 277 job sheets, each about a 50 minute assignment, were developed and reviewed by an advisory committee for each industrial area. After completing 45 sheets a student received a grade and credit for the class. Student response was positive and evaluations by the instructors indicate their satisfaction with the program and the need for its continuation. The course materials (most of the document) are: student progress record sheets, performance evaluation sheet, separate job sheets for the four industrial areas covering skills in the essential categories (presenting objectives, materials, and procedures for students to use independently), and a bibliography for each area. Also included are notes from the advisory committee meetings, and favorable program evaluations from parents and outside educators. (Author/MS)

ED 117 458

CE 006 111

Provision of Education Benefits for Post-Vietnam Era Veterans. Hearings before the Subcommit-tee on Education and Training of the Committee on Veterans' Affairs, House of Representatives, Ninety-fourth Congress First Session. Congress of the U.S., Washington, D.C. House

Committee on Veterans' Affairs. Pub Date 29 Jul 75

Note-55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Adult Education, *Educational Benefits, *Educational Legislation, *Federal Aid, Federal Legislation, To *Veterans, *Veterans Education Tuition Grants, Identifiers-Senate Hearings, *Vietnam War

The subcommittee on education and training held hearings regarding educational benefits for post-Vietnam era veterans. Four main bills were presented as amendments to title 38 of the United States Code and formed the focus of discussion: (1) HR 2000, to entitle veterans to 45 months of educational assistance for all educational programs, undergraduate and graduate; (2) HR 6806, to terminate the Vietnam era period of war and have it extend from August 5, 1964 to June 30, 1975; (3) HR 7726, to set a termination date for veterans' educational benefits, defining an eligible veteran as one who served on active duty for more than 180 days from February 1, 1955 to June 30, 1975; (4) HR 8406, to set a termination date of August 31, 1975 for computing veterans' educational entitlement and to extend the maximum educational benefits to 45 months. The testimonies of the following ir-dividuals are included and are supportive of the various bills they address: Rufus H. Wilson, Veterans Administration; Donald H. Schwab, Veterans of Foreign Wars; Mylio S. Kraja, Amer-ican Legion; Charles C. Garafino, National Association of Concerned Veterans. Supportive statements from congressman and various na-tional groups are also included. (LH)

CE 006 112

ED 117 459 Waller, John D. And Others

Monitoring for Criminal Justice Planning Agencies.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Report No-73-TA-99-107

Pub Date Mar 75

Note—117p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
U.S. Government Printing Office,
U.S. Government Printing Off D.C. 20402 (Stock Number 027-000-00300-1, \$1.80)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Administrative Agencies, *Adminis-trative Personnel, Criminal Law, *Evaluation Criteria, Evaluation Methods, Federal Aid, Federal Programs, Government (Administrative Body), Guidelines, Justice, *Law Enforcement, Management by Objectives, *Management Systems, Organizational Communication, Organizational Development, Performanc Criteria, Program Evaluation, *State Agencies Performance Identifiers—Criminal Justice, Law Enforcement Assistance Administration, LEAA, *Monitoring Systems, SPA, State Planning Agencies

The handbook is designed to help State Planning Agencies (SPA, grantees of Federal funds) to develop or improve performance monitoring systems in order to monitor the implementation, operation, and results of the criminal justice projects they support. Such monitoring is required by the Law Enforcement Assistance Ad-ministration (LEAA) guidelines. The suggested procedures were obtained by telephone survey, review of materials, and visits to 55 SPAs and represent those practices which appeared most useful in meeting the LEAA guidelines. A chapter discussing monitoring requirements defines the nature and scope of the required monitoring, and describes its relationship to management and other types of evaluation. In another chapter the major problems confronting monitoring system managers are identified. The remaining four chapters detail how the manager can use the monitoring system to accomplish these four identified tasks: establishing agreement on information required by the user, establishing agreement with the subgrantee (unit of local or State government receiving Federal funds from the SPA for a criminal justice project) on what will be monitored, establishing the information flow, and assuring the utilization of monitoring information. Appended material (79 pages) includes detailed examples (identified by State) of procedures and materials used in monitoring criminal justice programs. (Author/MS)

ED 117 460 CE 006 114 Special Experimental Adult Basic Education Demonstration Project 1972-1975. Final Re-

Pima County Schools, Tucson, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau No—V324062

Pub Date 1 Oct 75

МΙ

Grant-OEG-973-0092

Note-85p.; The photographs will not reproduce in microfiche
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Revie Education, *Adult

Descriptors—*Adult Basic Education, *Adult Education Programs, *Educationally Disadvantaged, English (Second Language), Home Instruction, Instructional Programs, *Low In-come Groups, Participant Characteristics, Program Descriptions

The three-year Special Experimental Adult Basic Education (ABE) Project was established in Tucson, Arizona, in order to identify and recurit residents known to have minimal academic skills or a minimal ability to communicate in the English language. ABE services, developed to meet individual needs, were offered in the home by project teachers when participants were unable to attend classes. The services came in the form of innovative and individualized survival type lessons designed to enable participants to understand and deal with the existing socioeconomic system in their locality. The first year of the project focused on recruiting low income participants with no high school education through general outreach techniques and on the development of relevant and practical learning materials. In the second and third years the emphasis shifted to enrolling parents of school aged children into ABE classes and encouraging them to become in-volved with the programs or institutions affecting their children through specific goals such as: visit the classroom, become volunteer teaching aides, serve as tutors, or attend parent meetings. The importance of the role of the project teacher is discussed and participant data are given. Summaries of accomplishments for 1973-1975, correspondence, and samples of materials and curriculum are appended. (Author/EC)

CE 006 115 Bibliography of Publications and Presentations During FY 1975.

Human Resources Research Organization, Alex-

Pub Date Oct 75

Note-37p.; For the 1972-74 bibliography, see ED 105 155

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Abstracts, *Annotated Bibliographies, *Human Resources, *Publications, *Research Projects, Research Reviews (Publications)

Identifiers-*Human Resources Research Or-

Identifiers—"Human Resources Research Or-ganization, HumRRO
The bibliography lists research reports, publica-tions by staff members in professional journals, and presentations at professional and military meetings by the Human Resources Research Organization (HumRRO) during fiscal year 1975. It provides a complete record of HumRRO publica-tions in conjunction with the cumulative Bibliography of Publications as of June 30, 1971, which raphy of Publications as of June 30, 1711, minen-lists research reports issued since HumRRO's establishment in 1951, and the Bibliography of Publications and Presentations During FY 1972-74 (available as ED 105 155). Abstracts are provided for most items. Items are identified by following where applicable to indicate availability tollowing where applicable to indicate availability sources; government contract numbers, AD num-bers (Defense Department Documentation Center, DDC), PB numbers (DDC Publication Board code), and ED numbers (Educational Resources Information Center, ERIC). Most of the items are available through National Technical Information Service (NTIS). Three sections list: (1) Work Units and Research Projects (65 items) alphabetically by research program code names, (2) Basic Research (one item), and (3) General Research (eight items) which include those not directly related to a specific research project or related to several efforts. Appended are a list of fiscal year 1975 Technical Reports and Professional Papers by number, an author index, a sponsor index, and a subject index. (Author/MS)

ED 117 462 88 CE 006 116

Frerichs, Allen H. And Others Urban Leadership Program. Chicago Public Schools, Ill.

ons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-

Pub Date [75] Note-12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Awareness, Career Educa-tion, Community Involvement, *Disadvantaged Youth, *Grade 6, *Leadership Training, Program Evaluation, Reading Improvement, School Attitudes, Self Esteem, *Urban Youth Identifiers—*Einstein School, Illinois (Chicago)

The Urban Leadership Program, a Federally funded program consisting of three 10-week sessions for sixth graders in the Einstein Public School, Chicago, Illinois, provided a career awareness program of action learning to bridge the gap between students' economically improverished neighborhoods and the mainstream urban community. The community centered career program consisted of a two-week internship in a government agency or business, study of the internship career prior to internship, group visits to agencies, and emphasis on individualized reading skills. The staff included a teacher coor-dinator, a teacher aide, and four community aides with input from parents and resource personnel with input from parents and resource personnel from various city agencies and businesses. The lowa Test of Basic Skills Reading Tests, administered as a pre- and post-test in each 10-week session, indicated statistically significant improvement in reading scores. Results of the Coopersmith Self-Esteem Inventory were nonsignificant, although a slight improvement in selfesteem levels was reported. A school attitude inventory, constructed for the program, indicated improved school attitudes; strong parental ap-proval of the program was noted in interviews and questionnaires. (EA)

ED 117 463

CE 006 118

Lowe, John The Education of Adults: A World Perspective.

Ontario Inst. for Studies in Education, Toronto.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Adult Education, Adult Education Programs, *Conferences, Continuous Learning, Developed Nations, Developing Nations, Edu-Developed Nations, Developing Nations, Educational Administration, Educational Methods, Educational Policy, *Educational Trends, Financial Support, *Foreign Countries, *International Organizations, Needs Assessment Identifiers—*UNESCO

A summary of the third International Conference on Adult Education (Tokyo) by UNESCO, the book examines adult education trends of the last decade, functions of adult education as related to lifelong education, and formulation of adult education policies in the con-text of national education plans. During the 12year period between conferences, organized adult education has made notable advances throughout the world. However, weaknesses remain in governmental reluctance to treat adult education as an integral part of educational systems, the low level of financial support, and the lack of par-ticipation in adult education programs by those most needing education programs by those most needing education. Chapter 1 reflects "Changing Ideas and Functions" while Chapters 2 and 3, "Attitudes, Needs, Motivation, and Learning Ability" and "Unmet Needs and Target Groups", examine the nature of the dominant forms. , examine the nature of the demand for adult education. Chapter 4 presents "Changing Structures" on the international scene, and Chapter 5 examines "Programs and Content". The following five chapters deal with "Methods and Materials"; "The Administrative, Organizing, and Teaching Force"; "Administrative Policies"; "The Problem of Financing"; and "Research and Development". Two concluding chapters, "The International Dimension" and "Towards a Learning Society", discuss the developed nations/developing nations relationship and future implications. (EA)

ED 117 464 CE 006 119 Mason, Kathy

Insurance Curriculum Guide for High School Consumer Education and Various Other Cour-

Pennsylvania State Dept. of Education, Har-risburg.; Pennsylvania State Insurance Dept., Harrisburg. Pub Date Apr 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavioral Objectives, *Consumer Education, Course Content, *Curriculum Guides, Insurance Companies, *Insurance Programs, *Integrated Curriculum, Learning Activities, Secondary Education, State Standards

Identifiers—*Pennsylvania
The Insurance Department and the Department of Education of the Commonwealth of Pennsylvania collaborated on the insurance guide intend-ing to present basic information about the insurance industry and its regulations in Pennsylvania. Presented in a format appropriate to exist-ing curriculum needs and students' skills at the secondary level, the insurance curriculum is composed of six sections: an introduction to insurance, automobile insurance, medical care in-surance, disability income insurance, life insurance, and property insurance. It can be taught in a 9 to 12 week course. The six sections can be in a y to 12 week course. The six sections can be integrated into social studies, consumer education, mathematics, vocational education, home economics, industrial arts classes, and occupational planning sessions. Each of the units consists of vocabulary list, the generalizations and concepts to be taught, and an outline of per-formance objectives and learning activities. The document concludes with a six-page bibliography of printed materials and films about the insurance industry. (Author/BP)

CE 006 120

Roemer, Ruth Roemer, Milton J. Health Manpower in the Changing Australian Health Services Scene.

California Univ., Los Angeles. School of Public

ons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.
Report No-DHEW-HRA-76-58

Pub Date 75 Note-98p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Delivery Systems, Foreign Countries, *Health Insurance, Health Occupations, Health Occupations Education, Health Occupations, Health Occupations Education, Health Person-nel, Health Programs, *Health Services, In-novation, *Manpower Development, Manpower Needs, *National Programs, National Surveys, Policy, Policy Formation, Trend Analysis Identifiers-*Australia

The study on Australian health manpower focuses on lessons of value to the United States, on the eve of an expanded national health system. Researchers asked: What can be learned about the soundest approach from a similar country that has had an extensive health insurance program for many years, and is about to enact a more comprehensive one? The study is presented in six chapters. First is a relatively brief overview of the Australian health care system; second, a summary of the health manpower resources, with some data on facilities, and their distribution by type and geography; and third, an examination of recent innovations in functions of health manpower, new types of personnel, and new ways in which established types of health workers are functioning. Chapter 4 reviews the educational system for health manpower, emphasizing recent changes, and Chapter 5 analyzes the several methods of regulating health personnel, through governmental and voluntary channels. Chapter 6 recapitulates the highlights and trends in all aspects of health manpower policy and practice deemed especially salient for the United States. The information was gathered through a literature review supplemented by three visits to Australia. A list of 165 persons and agencies interviewed is appended. (Author/AJ)

ED 117 466 CE 006 121

Cheek, Jimmy G. Christiansen, James E. Perceptions Regarding the Role of the Vocational Counselor in Texas. A Report of Research. Texas A and M Univ., College Station. Dept. of

Agricultural Education. Pub Date Aug 75

Note-43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-30.53 HC-32-00 Flus Fostage Descriptors—Counselor Characteristics, *Coun-selor Role, Counselors, Individual Charac-teristics, *Opinions, Principals, *Questionteristics, *Opinions, Principals, *Question-naires, *Role Perception, Secondary Education, **Vocational Directors**

Vocational Directors

The central purpose of the study was to identify the role of the vocational counselor in the public schools of Texas as perceived by vocational directors, vocational counselors, secondary school principals, and secondary school coun-selors. Of the 121 school districts in the sample, 99 complete school district data sets, consisting of returned opinionnaires from the person in each of the four respondent categories, were obtained. Among the four groups significantly different responses were recorded regarding: 44 of the 70 role statements pertaining to the role of vocational counselors, perceptual profiles across 70 role statement variables, and all 10 issue statements concerning the role of vocational counselors. Within categories, the following significant differences were found with respect to the role of the vocational counselor: respecting 13 of the 70 role statements between vocational counselors without vocational education teaching experience but with world-of-work experience and those with both kinds of experience; and respecting 6 of the 70 role statements among secondary school coun-selors without vocational education teaching experience but with world-of-work experience, those with neither kind of experience, and those with both kinds of experience. Appended are 107 references. The role statements, issue statements, and their statistical means are listed. (Author/JR)

ED 117 467 CE 006 122 The Role of the Public Employment Service 1975-1985. Final Report.

Interstate Conference of Employment Security Agencies, Inc., Washington, D.C. Administration

pons Agency—Manpower (DOL), Washington, D.C. Report No-DLMA-21-11-74-36

Pub Date 30 Nov 75
Note—174p; Joint Conference of the U.S. Department of Labor, Manpower Administration, and the Interstate Conference of Employment Security Agencies, Inc. (Chicago, Illinois, April 22-24, 1975)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Conference Reports, Employment Programs, *Employment Services, Federal State Relationship, Financial Needs, Foreign Countries, Futures (of Society), *Government Role, Local Government

The conference report focuses on three problem areas: the role and objectives of the employment service in meeting society's needs; Federal, State, and local responsibilities and relationships in public employment service; and financing the public employment service. The report contains workshop reports on each of the three problem areas presented by Charles E. Odell, Mary A. Hallaren, and Curtis Aller. The body of the report (121 pages) consists of ad-dresses and papers presented by: Jacob Clayman, J. S. Craiger, Edward L. Cushman, and Eli Ginz-berg discussions the first problem area; william berg discussing the first problem area; William L. Heartwell, Thomas C. Maloney, Philip J. Rutledge, and Nathaniel L. Semple discussing the second problem area; and Geraldine M. second problem area; and Geraldine M. Beideman, Leonard Lesser, and Henry Rothell discussing the third problem area. In addition, William H. Kolberg keynoted with a speech on Mandates and Issues Confronting the Public Em-ployment Service, and Beatrice G. Reubens discussed the employment service in foreign countries. Edited concluding statements of William B. Lewis, Murray Comarow, F. J. Walsh, and William H. Kolberg are also included in the report. Appendixes covering 30 pages include the conference agenda, points considered in preparation of formal papers, a summary of organizations participating, a list of participants, and "Jobs"—a description of a film presentation. (JR)

ED 117 468 CE 006 123

Fink, C. Dennis Ryan, Robert F. The Development and Evaluation of a Correspon dence Training Program for Tumor Registrars. Human Resources Research Organization, Alex-

Spons Agency-Louisiana Regional Medical Pro-

gram, Baton Rouge. Report No—HumRRO-TR-74-19

Pub Date Aug 74

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Correspondence Study, Criterion Referenced Tests, *Educational Programs, Health Occupations Education, Health *Health Occupations Education, Health Per-sonnel, Individualized Instruction, Paraprofes-sional Personnel, Program Descriptions, *Pro-gram Development, Programed Instruction, *Program Evaluation, Student Evaluation Identifiers—*Tumor Registrars

A program designed to teach the medical vocabulary required of tumor registrars was developed and administered to 33 persons, 31 of whom were employed at 25 Louisiana hospitals. The training program was administered as a contraction of the c respondence course covering such topics as the purposes of a tumor registry and how the registry is established; how to code information contained on a tumor registry; and how to abstract the chart of a cancer patient. Criterion test score results showed that on 8 of 10 criterion tests, at least 75 percent of the students scored 65 or higher. The methods described in the report can be used in developing and field-testing draft train-ing program materials in many different subject areas. (Author)

CE 006 124

Melching, William H. Larson, Susan M. Improving the Classroom Performance of Army Instructors.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va. Report No—HumRRO-TR-75-6

Pub Date May 75

Note-64p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Class Management, Classroom Environment, *Classroom Techniques, Contingency Management, Educational Innovation, Educational Objectives, Educational Research, *Effective Teaching, Military Personnel, "Military Training, Models, Student Behavior, Systems Analysis, Task Performance, *Teacher Education, Teacher Education, Teacher Leguation, *Teacher Improvement, Teaching Methods, Training Techniques Identifiers—*Army Instructors
Using *A Model of the Functions of Master Instructor* (HumRRO-TR-73-23) as a guide, proceedures and materials for the structor of th cational Objectives. Educational Research. *Ff-

structor" (HumRRO-TR-73-23) as a guide, procedures and materials for training Army instructors to improve their classroom effectiveness were developed. In constructing the model, various materials on instructor characteristics and responsibilities in four main areas (training programs, classroom behaviors, professional growth, and innovative practices) were gathered from civilian and military sources. Special attention was given to materials devoted to classroom management techniques. Each of the 40 tasks described in the model was carefully reviewed considering these sweets professioners given to considering three aspects: performance situation, kinds of information needed, and sources of in-formation. The report elaborates on the activities and experiences an instructor would undertake to acquire or update the skills described in the model. The main emphasis is on description of recommended activities to be undertaken in con-nection with the performance of each instructor task cited in the model. The document concludes with a 12-item bibliography and five appendixes: a model of the functions of a master instructor, a sample system analysis, a sample of matrix ter-minal and enabling objectives, a sample observaand videotaping (Author/BP)

ED 117 470 CE 006 125

McFann, Howard H.
What does Military Psychology Have to Offer
Civilian Education? Pub Date Sep 74

Note-4p.; Paper presented at the American Psychological Association Convention (New Orleans, LA, September 1974) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—"Educational Programs, "Educa-tional Psychology, "Educational Research, "Military Training, Program Development, "Research Utilization, Systems Approach,

*Research Utilization, Systems Approach, Transfer of Training Identifiers—*Military Psychology Military psychology has made three major con-tributions to civilian education. The first is the systems approach which contains two complementary components: the conceptual and the empirical. The purpose of the conceptual approach is to understand nature to determine on what principle the system works; the purpose of the empirical approach is to control nature. The conceptual approach is problem-oriented; the empiri-cal approach is product-oriented. Although the distinctions between these two systems ap-proaches must be carefully delineated, they work best when tied together. This second major con-tribution of military psychology is integrated research, development, engineering, and utilization activities. Used in close relationship with clients, these activities ensure that continued empirical results develop in clients' faith in the con pirical results develop in chemis faith in the con-tinued need for conceptual research. Finally, the third major contribution of military psychology concerns content and tested programs. Since about 85% of military jobs have commonality with civilian occupations, military programs can be adapted or adopted to meet civilian education and training needs. (Author/JR)

ED 117 471 CE 006 126

Chope, Robert C. McMahon, Brian T.
A Classification System for Rehabilitation Program Evaluation Technology and Literature.
Wisconsin Studies in Vocational Rehabilitation, Series 3, Monograph 21.
//isconsin Univ., Madison. Regional Rehabilita-

Wisconsin Univ., Ma tion Research Inst.

Spons Agency—Rehabilitation Services Adminis-tration (DHEW), Washington, D.C. Pub Date 75

Note-43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Classification, Information Dis-semination, Information Processing, Information Retrieval, *Program Evaluation, Rehabilitation Programs, *Taxonomy, *Thesauri, *Vocational Rehabilitation The monograph presents a classification system of vocational rehabilitation program evaluation technology and literature intended to be useful for the efficient retrieval of program evaluation information and to provide greater communication among rehabilitation personnel. The classification system's purpose is to control the nuances of expression relevant to indexing and retrieving information, technology, and literature of interest to rehabilitation personnel and others concerned with program system includes: (1) a hierarchic outline consist-ing of 323 terms, which provides a systematic set of constructs for describing all the elements (environment, goals, resources, methodology, results, and utilization) that relate to the input, process, and output of program evaluation in the rehabilitation service system; and (2) an alphabetic thesaurus which includes all of the terms contained in the hierarchic outline as well as terms that refer a user to an accepted system term. Both the hierarchic outline and alphabetic thesaurus were developed in a manner that comple-ments the existing Rehabilitation Service Administration's Research Information System Thesaurus. (Author/EC)

ED 117 472

CF 006 127

Goldston, M. H., Jr. Hefley, Robert J. Acceleration and Expansion of the Diagnostic Services Project in Houston, Texas. A Final Report. Texas Rehabilitation Commission, Austin.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Research, Demonstrations, and Training. Report No—SRS-D-12-P-55404/6

Pub Date Jul 75

Note—79p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Alcoholism, *Clinical Diagnosis,
*Comparative Analysis, Control Groups, Counseling Services, Experimental Groups, *Experimental Programs, Feasibility Studies, Medical Services, Mentally Handicapped, Physically Handicapped, *Program Improvement, Deschibility Studies, Control Pathalist Line Control Pathalist Line Control Handicapped, "Program Improvement, Psychological Services, Rehabilitation Centers, Rehabilitation Counseling, Social Services, State Agencies, Tables (Data), "Vocational Rehabilitation

Identifiers-Project Expedite

The project was designed to demonstrate the feasibility and effectiveness of providing faster, more relevant, and more comprehensive diag-nostic services to vocational rehabilitation clients with a wide range of disabilities. The improved services were provided by an Experimental Unit (E) and compared with those of a Control Unit . The random assignment of physically disabled, alcoholic, mentally ill, and mentally re-tarded clients to E and C groups and procedures used for each group are presented. The following components used with E referrals are described: audiovisual orientation, vocational rehabilitationoriented social evaluation interview, psychologishort-term work evaluation, faster cal testing, general medical examination, medical transcrip-tion, and transportation. Thirteen variables on which it was hypothesized that the E Group would be found superior to the C Group are listed. Results, based on 749 E and 722 C cases, are reported in 20 tables (Appendix A) and analyzed in narrative form. Findings revealed successes in some areas but indicate that, in general, all E-C differences were small. A discussion section presents comparisons between the groups and seven recommendations for further deavors. Also appended are forms used in the Experimental unit and counselor questionnaire responses. (Author/MS)

CE 006 128 ED 117 473 Community Planning for Human Resource Development: The San Francisco Job Training Interchange. Final Report.

Mayor's Office of Manpower, San Francisco, Calif

M

oons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development. Report No-DLMA-21-06-74-18-1 Pub Date 75

Note-67p.; Appendix A may not reproduce well in microfiche due to smallness of type

Available from—National Technical Information Service, Sprinfgield, Virginia 22151 (no price

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Community Leaders, *Community Planning, Cooperative Planning, *Discussion Groups, *Educational Planning, Educational Programs, Group Discussion, Group Structure, *Interagency Coordination, *Manpower Development, Planning Commissions, Planning Meetings, Program Coordination, Program Design, Program Development, Program Planning, Rehabilitation Programs, School Community Relationship, Vocational Education Identifiers-*San Francisco Job Training Interchange

The report describes a 1974-75 project to coordinate planning efforts for public training programs in vocational education, rehabilitation, and manpower training and development in San Francisco. Project participants included representatives from the local public school district, the community college district, the office of the State Department of Rehabilitation, the Mayor's Office of Manpower, and several citizens. These participants worked to build a new and wholly local model for coordinated planning without significant links to other governmental relationships. The report discusses the implications for national policy and local program development in the way intra-field communication needs are presently perceived and handled. It outlines the processes through which the local group progressed toward a new procedure and discusses the nature of the group process in working with diverse local training agencies. Finally it outlines the features of the "Job Training Interchange," the instrument for continuing communication among local training programs, which was the product of the work group's effort. Appendixes include information on public training and related assistance programs in San Francisco (one page) and the Job Training Interchange's statement of purposes and methods (seven pages). A three-page bibliography and a two-page summary of related Federal, State, and local legislation is also included. (JR)

CE 006 129 Holland, John L. Gottfredson, Gary D.

Using a Typology of Persons and Environments to Explain Careers: Some Extensions and Clarifions. Report No. 204.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools. Spons Agency-National Inst. of Education (D-HEW), Washington, D.C. Pub Date Oct 75

Note-53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Career Change, Career Opportunities, Career Planning, Environmental Criteria, *Environ-Career Opportunities, *Careers, Environmental Citteria, mental Influences, Females, Minority Groups, Personal Adjustment, *Personality Theories, *Careers Personal Adjustment, "Personality Theories, Self Congruence, "Typology, Vocational Adjustment, Vocational Aptitude, Vocational Counseling, Vocational Development, Vocational Interests

Identifiers-*Holland (John L)

The paper uses John L. Holland's theory of careers to explain certain common career phenomena and concepts. An understanding of careers requires useful answers for four fundamental questions relating to vocational choice, vocational stability and instability, and vocational congruence. The theory of careers attempts to answer these fundamental questions by using a few carefully defined concepts (such as theoretical personality types and environmental models) to explain vocational behavior. A modern differentialist view can better reinterpret some com-mon vocational developmental concepts, such as those associated with vocational maturity, personal integration, identity, crystalization of terests, and vocational adjustment than developmental view. The typology of persons and environments is more useful than any of the life stage strategies in formulating a theory of careers applicable to the entire life span. It also is suitable for assessing career changes and crises, as well as for explaining the career experiences of women and minority groups. In summary, the typology can be used to organize occupational materials and experiences, to explain and interpret vocational data and behavior, and to plan remedial activities. It can serve as the basis for an entire vocational assistance orientation including self-use materials and, where needed, personal and group counseling. (Author/JR)

ED 117 475

CE 006 131

The Role of the Sheltered Workshops in the Reha-bilitation of the Severely Handicapped. Volume I--Executive Summary.

Greenleigh Associates, Inc., New York, N.Y.

Note-45p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Differentiated Staffs, Educational Finance, Educational Innovation, Foreign Countries, *Institutional Role, Program Effectiveness, Program Evaluation, *Rehabilitation Programs, *Severely Handicapped, *Sheltered Workshops, State of the Art Reviews, *Voca-tional Rehabilitation, Wages

The executive summary of a three-volume study of the role of sheltered workshops in the rehabilitation of the severely handicapped includes a brief description of the research that was undertaken in the project and a summary of the study's findings. Site visits to 400 sheltered workshops throughout the country formed the basis for the study. The study's eight sections discuss the following subjects: (1) the project's origins and research approach; (2) the state of the art and the workshop universe; (3) the clientele of the workshops and the manner in which they became clients; (4) programs and services offered by sheltered workshops; (5) workshop staffs; (6) workshop finances and wage payments; (7) workshops' impact on their clients; and (8) interesting concepts utilized in foreign and innovative domestic projects related to workshops. The summary concludes with specific recommendations based on the strengths and weaknesses determined from the overall assessment.

ED 117 476 CE 006 132

Rosenfeld, Carl And Others Jobseeking Methods Used by American Workers. Bureau of Labor Statistics (DOL), Washington, D.C.; Bureau of the Census (DOC), Suitland, Md.; Manpower Administration Washington, D.C.

Spons Agency—Manpower (DOL), Washington, D.C.
Report No—DL/BLS-BULL-1886 Administration

Pub Date 75

Note-75p.; Tables A-1 through J-2 may not reproduce well in microfiche due to the small type; Not available in hard copy due to mar-ginal reproducibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-001-01829-1, \$1 351

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Demography, Employment Services, *Individual Characteristics, *Job Applicants, Job Application, Job Placement, Labor Force, Manpower Utilization, *National Surveys, Occupational Surveys, Questionnaires, *Tables (Data), Unemployment Identifiers—*Job Search

A nationwide sample survey was conducted in

January 1973 to investigate the job search methods workers used and their effectiveness. Prepared by the Bureau of Labor Statistics and the Manpower Administration in cooperation with the Bureau of the Census, the survey covered nearly 16 million employed wage and salary workers 16 years of age and above, who were not in school, and had started their current job in 1972. Two broad categories of search methods are recognized: informal methods, including direct application to employers and asking friends; and formal methods, including State and private employment agencies, school place-ment offices, union hiring halls, and newspaper advertisements. Seven tables supplement the test, which discusses job seeker characteristics; methods used and their effectiveness; work history and job search; job search timing, duration, and intensity; job refusal; earnings; and suggestions for further study. Half the document is taken up by extensive reference tables. The appendix discusses survey reliability and concepts and presents the questionnaire used. Major findings include: two out of three jobscekers applied directly to employers, with half of them ob-taining jobs; greater proportions of blacks than whites asked friends for jobs; and four methods were generally used before a job was found. (LH) CE 006 133

Lowe, Ross E. Tresch, Patricia

Consumer Education: How to Conduct Commun ty Consumer Education Nights. nois State Office of Education, Springfield. Note—50p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.
Descriptors—"Community Envolvement, "Community Service Programs, "Consumer Education, Ouidelines, Higher Education, Parent School Relationship, "Program Planning, Public Relations, School Community Cooperation, "School Community Programs, Secondary Education, Student Participation The mild outlines activities through which stu-

The guide outlines activities through which stu-dents, teachers, and administrators can initiate and implement a program providing an opportunity for parents and others in the community to visit the school and receive instruction from area experts on consumer education topics. The sug-gestions are based on experience at Western II-linois University but modifications have been made so that the plan can also be used in high schools. Twelve steps for planning and conducting community consumer education nights are detailed for the consumer education teacher. Information for the principal or other school administrator stresses the public service value of the programs. Other instructions are for class comnittees (courtesy, promotion, and audio visual), the coordinator (student-chosen assistant to the teacher and treasurer), and the speakers' assistants (who function as a program committee). Samples of forms, letters, and promotional materials used in planning and conducting the program are included. (Author/MS)

ED 117 478 CE 006 134

Becker, Dorothy, Ed.
Proceedings of the Adult Student Personnel Association Conference. (12th, New York City, April 10-12, 1975). "Mid-Life Career Chan-

Adult Student Personnel Association, Inc.

Pub Date Apr 75

Pub Date Apr 7.

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Adult Counseling, *Adult Development, Adult Education Programs, *Adult Programs, Adult Students, *Career Change, Computer Programs, *Conference Reports, Human Engineering, Manpower Utilization, Models, *Occupational Mobility, Professional Associations, Program Descriptions, Speeches, Unem-ployed, Working Women Identifiers—Adult Student Personnel Association

Texts of speeches given at the Adult Student Personnel Association conference regarding career change in mid-life are presented. They include: Socio-Political Implications of Career Changes (Vinia R. Quinones), discussing educational needs, relocation, psychological, political, and social implications regarding women and career changes; Continuous Career Decisions (Mary T. Howard), examining work patterns, quasi-institutionalized societal responses to changing employment needs and a new work-life plan; Mid-Life Career Changes--An Institutional Model (Alan Entine), providing background Model (Alan Entine), providing background material, describing counseling and academic programs at State University of New York, Stony Brook, and answering questions presented by conference participants; Mid-Life Career Changes-A Community Model (Mardell Grothe, Barbara Wilson, and John Turner), describing a career education project for home-based adults in Providence, Rhode Island and answering questions presented by conference participants; Demonstration-Computer Based Educational Opportunity Center (Jackson Jupp), describing a computerized file which provides specific information about the utilization of student services mation about the utilization of student services for adult students at the City University of New York. A listing of Association officials, the conference schedule, an award presentation, the annual business meeting report, the annual pre-sident's message, and historical data regarding Association personnel and conferences are in-cluded. (LH)

ED 117 479 CE 006 135

Kitchak, Karen And Others

Individualized Instruction and Tracking in Career Education. A Research Report. Aries Corp., Minneapolis, Minn.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education Program. Pub Date 21 Jun 74

Contract-OEC-0-72-5240

Contract—OE. -0.72-5240

Note—185p; Page 64 may not reproduce well in microfiche due to marginal legibility

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Career Education, Definitions.
*Educational Assessment, Educational Theories, Federal Aid, *Flexible Progression, *Pindividualized Instruction, Individualized Programs, Program Descriptions, Program Effec-tiveness, *Program Evaluation Identifiers—*National Institute of Education,

Tracking (Career Paths)
The project sought to determine whether certain National Institute of Education (NIE)-funded career education programs provided for per-sonalization of instruction and whether they avoided tracking students into narrowly con-strained areas. The first chapter discusses individualized instruction in historical and current perspective and presents sample definitions. The components of individualized instruction are described in the second chapter. Chapter three deals with special issues in individualized instruction including the role of counseling, problems in program evaluations, and common criticisms. A definition of individualized instruction as a basis for program review and assessment is presented in chapter four along with a discussion of tracking. Chapter five relates key elements of the definition to activities and programs observed in NIE-funded programs in Philadelphia, Charleston, West Virginia, and Glasgow, Montana. Presented for each program are: a brief description, detailed tor each program are: a order description, detailed assessment results, and a discussion relating six questions about tracking to these programs. Where tracking appeared, it was attributed to external influences. A final chapter summarizes the project and discusses numerous conclusions for each resum A them the property of the prope each program. A three-page reference list and appended program options, student interview responses, and participant selection criteria for ne of the programs are included. (Author/MS)

ED 117 480

Sandoval, Bernardo Ray, Dorothy Aides to Career Education: Counselor Aide Hand-

book. Los Angeles City Schools, Calif. Div. of Career and Continuing Education.; Los Angeles Unified School District, Calif.

Pub Date [75] Note-96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

EDRS Frice MF-90.05 Rt-3-8.0 Fuls Fostage Descriptors—*Career Education, Community Colleges, *Counseling, *Disadvantaged Youth, Educational Legislation, Guidelines, Guides, In-dividual Tests, Job Applicants, Occupational Information, *Paraprofessional School Person-nel, Personnel Policy, Referral, Self Evaluation, *Vocational Education

Vocational Education Identifiers-Counselor Aides

The handbook, designed for use by career advisors and counselor aides working with disadvantaged students in regular Los Angeles Unified School District vocational programs, provides information for the classification of counselor aide (job definition, typical duties, and qualifications), guidelines for effective utilization of aides, and information on program accountability and evaluation. Copies of a task analysis chart, program data sheets, and counselor aide longare. gram data sheets, and counselor aide log are in-cluded as well as definitions of academically/socially/economically/culturally disadvantaged persons. The document predominantly consists of 10 sons. The document predominantly consists of 10 appendixes: counselor aide employment information, an annotated list of referral agencies, district personnel rules and regulations, legislation and regulations related to pupils' rights to privacy, concurrent enrollment opportunities in two-year colleges, guidelines for the administration of individual tests, selecting a career and getting a job, Los Angeles City College two-year counselor aide program, annotated bibliography, and self-evaluation for paraprofessionals. (EA)

ED 117 481 CF 006 137

Cleveland, Roma, Comp.

Springfield School District Youth Placement Ser-

Springfield Public Schools, Oreg. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No-361174 Grant-OEG-0-73-5288

Note--35p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Biographical Inventories, Check Lists, "Employment Interviews, Guides, In-terests, Job Applicants, "Job Application, Job Placement, "Occupational Guidance, Post Secondary Education, Questionnaires, Secondary Education, *Self Evaluation, Young Adults, Youth, *Youth Employment The job placement guide, designed to help in-

dividuals (high school or college students or graduates) find suitable employment, is presented in five sections. Each section contains items such as checklists, suggestions, and inventories which a student can use independently to improve his chances of finding a satisfactory job. The first section deals with self-evaluation and includes a personality inventory and a personal vocational questionnaire. The second section presents a job conditions checklist, suggestions for finding job information and job openings, and a brief description of placement services for guidance in job evaluation. Section three helps the individual prepare for a successful job interview. The details of writing a resume are presented in section four. The final section offers some suggestions for job success. Appended are personal data and resume a sample resume, and an employer prospect list form. (MS)

ED 117 482 Boskin, Michael J.

CE 006 151

Boskin, Michael J.
Occupational Choice: A Conditional Logit Model
with Special Reference to Wage Subsidies and
Occupational Choice. Final Report.
Stanford Univ., Calif. Dept. of Economics.

pons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research

and Development. Report No-DLMA-91-06-12-28

Pub Date Nov 73 Note—46p.; Revised, November 1973

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Economic Research, Federal Aid, Females, *Human Capital, Labor Supply, Males, Mathematical Models, *Occupational Choice, Race, Statistical Analysis, Training,

*Unemployment, *Wages A model of occupational choice based on the theory of human capital is developed and esti-mated by conditional logit analysis. The empirical results estimated the probability of individuals with certain characteristics (such as race, sex, age, and education) entering each of 11 occupational groups. The results indicate that individuals tend to choose those occupations with the highest discounted percent value of potential future earnings, the lowest present value of expected earnings foregone due to unemployment, and the lowest raining cost relative to net worth. The relative weights given to these three variables in choosing occupations varied markedly by race and sex. White males tended to weight expected earnings much more heavily relative to earnings foregone due to unemployment than black males or females of either race. Results were then employed in an analysis of the effects of a national wage subsidy scheme on the selection probabili-ties for each occupation. The results suggested a higher probability of entering low wage occupa-tions due to the greater relative importance of the subsidy in these occupations. (Author/EA)

ED 117 483

T & D Publications, Vol. 13, No. 6. International Labour Office, Geneva (Switzerland).

Pub Date Nov 75

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors— *Abstracts, *Education, *Employ-ment Patterns, *Foreign Countries, Publica-tions, Rural Education, *Training, Vocational

The sixth dispatch of T & D abstracts contains 42 abstracts of international scope which focus on education, training, and work patterns, and on training in rural areas. Brief abstracts are presented under the following headings: con-ferences and exhibitions, new policies, new in-stitutions, management, research, training standards, agriculture, construction industry, trans-port, training systems development, methods and port, training systems development, memokas and media, bibliographies, and for the bookshelf. In addition, 19 substantive international abstracts are presented with information on the author, ti-tle, bibliographical references, translation of title, subject analysis, and detailed contents analysis. A

list of periodicals that were abstracted is included. (EC)

CE 006 154 FD 117 484

Sennett Richard Cobb Jonathan The Hidden Injuries of Class.

Pub Date 72

Note—87p.

Available from—Vintage Books, Box 10074,
Church Street Station, New York, New York 10049 (V-940; \$2.45)

Document Not Available from EDRS

Descriptors-Blue Collar Occupations, Studies, Human Dignity, Interviews, Occupa-tional Surveys, *Self Concept, *Semiskilled Workers, *Social Class, *Social Discrimination, Social Structure, Unskilled Workers, Urban Areas, *Work Attitudes

The book examines the effect of class barriers on blue collar workers by mirroring occupa-tional/ethnic backgrounds of the white manuallaboring population in the Boston area through urban anthropological observations as well as 150 in-depth interviews conducted in 1969-70. It mainly reflects the experience of middle-aged, third generation American males. The authors explore the moral hierarchy of national and cultural differences, the effects of the intrusion of urban renewal, and the dilemma of working people try ing to find out what position they occupy in America. The interviews generally reflected a cri-sis in self-respect of the working man, a hidden anxiety of feeling inadequately in control with feelings of self-defeat. A central position of the book is that everyone in society is subject to a scheme of values whereby they must unremittingly validate self by wearing "badges ability" in order to win others' respect and their own. The authors examine worker sacrifices, hopes, and defenses in light of the tangled, complex relationship of denied freedom and dignity and perceive the psychological motivation class society as being the healing of self-doubt, which, in turn, keeps the class order going. (EA)

ED 117 485 CE 006 155 The Lake County Career Opportunities Study II:
A Cooperative Study Presented to the Lake
County Association of School Administrators and Lakeland Community College. Prepared as

a Community Service Project. Lake County Association of School Administrators, Painesville, Ohio.; Lakeland Community

Coll., Mentor, Ohio. Pub Date 3 Jan 75

Pho Date 3 Jan 78 Note—256m — Community Services Department, Lakeland Community College, Mentor, Ohio 44060 (\$2.00)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postago Descriptors—Academic Aspiration, Career Cho-ice, *Career Education, *Career Opportunities, *Data Analysis, Educational Trends, Employment Trends, Futures (of Society), *High School Students, Occupational Aspiration, Questionnaires, *Surveys, Tables (Data), Trend Analysis, Vocational Counseling

Identifiers-Employer Surveys, Ohio (Lake Coun-

ty), *Student Surveys

М

The study on Lake County career opportunities was conducted (1) to forecast major population and demographic changes and their effects on schools and programs, (2) to determine the present and future occupational needs of employers, (3) to determine current program and enrollments in career training, (4) to determine student aspirations, (5) to determine career planning services provided for the students, and (6) to make recommendations for improvement of occupational education. To meet these objectives, four subcommittees from the Citizens Advisory Committee were established to collect pertinent data. The findings for each objective are discussed with supporting tables and include: (1) 1974 population estimates range from 202,600-220,900 with a declining birth rate; (2) most companies do not forecast rapidly expanding labor needs, and higher job categories were in more demand; (3) college preparatory was the program with the highest enrollment; (4) nearly half of all seniors had college plans; career cluster selection varied with the sex of the respondent; (5) research on both local and national levels suggests student concern for career planning and information; (6) six recommendations resulted. Questionnaires used for the study and a bibliography are appended. (Author/EC)

ED 117 486

Copeland, D. R. And Others

Commercial Contract Training, Mar Area VOTEC Support Center Marine Corns Support

CE 006 156

Area VOTEC Support Center (AVSC) Guidelines. Final Report. Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group. Report No—TAEG-R-22-2

Pub Date Jun 75

Note-68p.; For related documents, see CE 005 728-729

EDRS Price MF-\$0.83 HC-\$3,50 Plus Postage

Descriptors—Educational Programs, *Instruc-tional Programs, Job Skills, Job Training, *Military Training, Program Administration, \$kill Development, *Technical Education, *Vocational Education, *Vocational Training Centers

Centers
Identifiers—Area VOTEC Support Centers,
AVSC, Marine Corps
The report provides a description of the Phase
Il findings of a two-phase study to determine if
certain Marine Corps skill training requirements could be satisfied through contract with qualified commercial sources. It demonstrates the utility of the commercial contract training concept and contains information useful to Area VOTEC (Vo-cational/Technical) Support Center personnel and others involved with the implementation and functional management of a VOTEC program. Guidelines for the implementation of the program are presented in the following areas: (1) VOTEC basic concepts; (2) VOTEC coordination structure; (3) typical functional process to obtain VOTEC training; (4) contracting notes (armed services procurement regulations, general conservices procurement regulations, general contract requirements, typical contract, and contract format/contents); (5) VOTEC training survey forms (general information, instructional approach, facilities, special facilities for training, and institutions with dormitory facilities); and (6) a list of VOTEC sources of Marine Corps related instruction and pertinent data. Training specifications for an New Marine Corps. WOTEC distriction for a New Marine Corps. tions for a Navy/Marine Corps VOTEC skill training program are appended. These include information on its scope, applicable documents, training, training support, and a glossary of terms. (Author/EC)

ED 117 487

CE 006 157

Typewriting: A Course of Study. Montgomery County Board of Education. Rockville, Md.

Pub Date 75 -101p

Note—1019.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—Business Education, Business Skills.
*Course Content, *Curriculum Guides, Educational Objectives, *Resource Guides, Secondational

ry Education, *Typewriting, *Unit Plan
The document includes guidelines for the
planning and organization of an instructional program for a course of study in typewriting and a complete course outline. The course is divided into the following units: (1) basic typewriting, (2) personal applications, (3) business and personal applications, (4) special applications, (5) office applications, (6) clerical letter typewriting, (7) clerical form typewriting, (8) production typewriting, (9) integrated project typewriting, (10) statistical typewriting, (11) technical typewriting, (12) legal typewriting, and (13) medical typewriting. For each unit instructional objectives, with several related suggested performance objectives, sample assessment measures and sample criterion are presented, followed by a content outline, and a resource list (teacher reference materials, textbooks, supplementary books, periodicals, films, records, tapes, and transparencies). Appended materials include a student typewriting technique evaluation sheet, rules for marking and counting errors with examples, methods for scoring timed writings, evaluation standards, a typewriter mystery game, and suggestions for identifying and analyzing errors. An annotated bibliography incorporating all the unit resource lists is also included. (EC)

ED 117 488

CE 006 159

Small, Charles And Others [Arizona] Field Test Report. Vol. 1. All Units. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency-Arizona State Dept. of Educa tion, Phoenix. Pub Date Jun 75

Note—75p.; For related documents, see CE 006 159-170; For 1974 field test report, see ED 097 482; Not available in hard copy due to marginal quality of original document EDRS Price MF-50.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Career Education, Data Collection, Performance, *Program Attitudes, *Program Effectiveness, *Program Evaluation, Questionnaires, Student Attitudes, (Data), Teacher Attitudes, Unit Plan Identifiers—Arizona, *Field Testing

A field test was designed and conducted to ex-amine the effectiveness of Arizona-designed career education units, particularly to examine the units' success in terms of their ability to affect positively students' cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Eleven career education units in nine projects were field tested. Data were gathered through UNIVAL and a teacher monitoring system, with approximately 4,900 students and 152 teachers included in the study. Of the students, 50 percent were female, 69 percent were Anglo, and 31 percent from minority groups. Of the teachers, 31 were male and 121 were female. Teacher attitude toward career education was very positive and moderatecareer education was very positive and moderate-ly positive toward the particular units. Student response to the units was positive, and learner performance (overall percent of correct scores) was a high 83 percent. Measures of unit effective-ness were calculated, based on teacher attitude, learner attitude, and learner performance. Stu-dent demographic data were subjected to an ethnic profile. It was concluded that all 11 units in the field set were sufficiently satisfactory to be included in the 1975-1976 statewide implementation program. Additional data and the UNIVAL questionnaire are appended. (BP)

ED 117 489 CF 006 160

And Others Peterson, Don [Arizona] Field Test Report. Vol. 2. Grocery Store

Occupations, 1974-75.
Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix. Pub Date Jun 75

Note-48p.; For related documents, see CE 006 159-170; For the unit evaluated, see CE 004 714; Not available in hard copy due to mar-

ginal quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.
Descriptors—Career Awareness, *Career Education, *Curriculum Evaluation, Elementary Education, Evaluation Methods, *Food Service Occupations, *Food Stores, Grade 1, Primary Education, *Program Attitudes, Questionnaires, Tables (Potts) | Init Blue. Tables (Data), Unit Plan Identifiers—Arizona, *Field Testing

The field test report on the "Grocery Store Oc-cupations" instructional unit for grade 1 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the in the induction, a offer description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner per-formance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package-UNIVAL (forms and questionnaires on student and teacher attitudes and student performance) (Author/BP)

ED 117 490 CE 006 161

Peterson, Don And Others

Evaluation.

Arizonal Field Test Report, Vol. 3, Parents Are Community Workers Too! 1974-75. Mesa Public Schools, Ariz. Dept. of Research and

Spons Agency—Arizona State Dept. of Educa-tion, Phoenix.

Pub Date Jun 75

ote—46p.; For related documents, see CE 006 159-170; For the unit evaluated, see CE 004 716; Not available in hard copy due to mar-

ginal quality of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Career Awareness, *Career Education, *Community Resources, *Curriculum Evaluation, Evaluation Methods, Grade 1, Pri-

Evaluation, Evaluation Methods, Grade 1, Primary Education, *Program Attitudes, Questionnaires, Tables (Data), Unit Plan Identifiers—Arizona, *Field Testing The field test report on the "Parents Are Community Workers Too!" instructional unit for grade 1 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Deserted is accepted. Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher atobjectives. Cognitive and student and teacher at-titudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various ta-bles showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment. refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and question-naires on student and teacher attitudes and student performance). (Author/BP)

ED 117 491 CE 006 162

Peterson, Don And Others
[Arizona] Field Test Report. Vol. 4. We Need One

other. 1974-75. Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Educa-tion, Phoenix.

Pub Date Jun 75

Note-48p.; For related documents, see CE 006 159-170; For the unit evaluated, see CE 004

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Career Awareness, *Career Education, *Curriculum Evaluation, *Economic Education, Evaluation Methods, Grade 3, Primary Education, *Program Attitudes, Questionnaires, *Self Concept, Tables (Data), Unit Plan

"Sell Concept, Tables (Data), Unit Plan Identifiers—Arizona, "Field Testing
The field test report on the "We Need One Another" instructional unit for grade 3 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Fol-lowing the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner per-formance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package-UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

ED 117 492 CE 006 163

Peterson, Don And Others [Arizona] Field Test Report, Vol. 5, Yearnings and Earnings, 1974-75, Mesa Public Schools, Ariz. Dept. of Research and

Spons Agency-Arizona State Dept. of Educa-tion, Phoenix. Pub Date Jun 75

Note-44p.; For related documents, see CE 006 159-170; For the unit evaluated, see CE 004 718

EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-30.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Community Planning, *Community Services, *Curriculum Evaluation, Elementary Education, Evaluation Methods, Grade 4, *Money Management, *Program Attitudes, Questionnaires, Tables (Data), Unit Plan Identifiers. A fixono. *Field Testion.

Identifiers—Arizona, *Field Testing
The field test report on the "Yearnings and Earnings" instructional unit for grade 4 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from five sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) infor-mation describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are in-cluded. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

Peterson, Don And Others [Arizona] Field Test Report. Vol. 6. Worker's World. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency-Arizona State Dept. of Education. Phoenix. Pub Date Jun 75

Note—47p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 719 EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Career Awareness, *Career Educa-

tion, *Curriculum Evaluation, Elementary Edu-cation, Evaluation Methods, Grade 5, *Program Attitudes, Questionnaires, Tables (Data), Unit Plan, *Work Environment Identifiers—Arizona, *Field Testing

The field test report on the "Worker's World" instructional unit for grade 5 is one of a series of reports on the Arizona developed Career Educa-tion Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner per-formance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package-UNIVAL (forms and questionnaires on student and teacher attitudes and student performance).
(Author/BP)

ED 117 494 CF 006 165

And Others Peterson, Don [Arizona] Field Test Report. Vol. 7. Sailing with

Sales. 1974-75. Mesa Public Schools, Ariz. Dept. of Research and Spons Agency—Arizona State Dept. of Educa-tion, Phoenix. Pub Date Jun 75

Pub Date Jun 75
Note—47p.; For related documents, see CE 006
159-170; For unit evaluated, see CE 004 720
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.
Descriptors—Career Awareness, *Career Education, *Curriculum Evaluation, *Economic Edu-

cation, Elementary Education, Evaluation Methods, Grade 5, Money Management, *Program Attitudes, Questionnaires, Tables (Data), Unit Plan

Identifiers—Arizona, *Field Testing
The field test report on the "Sailing with Sales" instructional unit for grade 5 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific infor-mation as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from four sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing in the following areas: (1) information describing the field test, including demographic charac-teristics of both participating teachers and lear-ners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner per-formance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package-UNIVAL (forms and questionnaires on student er attitudes and student performance). (Author/BP)

CE 006 166 ED 117 495

Small, Charles And Others

[Arizona] Field Test Report. Vol. 8. Cattle
Ranching, 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and

Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix. Pub Date Jun 75

Note—47p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 715 EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-50.33 Plus Postage. HC Not Available from EDRS. Descriptors—*Agricultural Education, Career Awareness, *Career Education, Carriculum Evaluation, Grade 6, *Program Attitudes, Questionnaires, Tables (Data), Unit Plan

Identifiers—Arizona, *Field Testing
The field test report on the "Cattle Ranching" instructional unit for grade 6 is one of a series of reports on the Arizona developed Career Educa-tion Curriculum Units. Presented is specific infortion Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from four sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic charac teristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner per-formance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package-UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

ED 117 496 CE 006 167

Small, Charles And Others Sman, Charles
And Others
[Arizona] Field Test Report. Vol. 9. What Does a
Secretary Do? 1974-75.
Mesa Public Schools, Ariz. Dept. of Research and

Evaluation. Spons Agency-Arizona State Dept. of EducaPub Date Jun 75

Note—46p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 721 EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Available from EDRS.

Descriptors—Career Awareness, *Career Education, *Curriculum Evaluation, Elementary Education, Evaluation Methods, Grade 6, *Office Occupations Education, *Program Attitudes, Questionnaires, *Secretaries, Tables (Data), Unit Plan

Unit Plan Identifiers—Arizona, *Field Testing Identifiers—Arizona, *Field Testing The field test report on the "What Does a Secretary Do?" instructional unit for grade 6 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives Cognitive and student and teacher attitudinal Cognitive and student and teacher attitudinal data were collected from four sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both par-ticipating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the les sons' specific items, and (4) teacher recruitment. refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and question-naires on student and teacher attitudes and student performance). (Author/BP)

ED 117 497 CE 006 168

Small, Charles And Others [Arizona] Field Test Report. Vol. 10. Learn to Earn. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and

Spons Agency-Arizona State Dept. of Education, Phoenix.
Pub Date Jun 75

Note—46p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 724 EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—Career Awareness, *Career Education, *Curriculum Evaluation, Elementary Education, *Employment Qualifications, Evaluation Methods, Grade 6, Job Application, *Program Attitudes, Questionnaires, Tables (Data), Unit

Identifiers—Arizona, *Field Testing
The field test report on the "Learn to Earn" instructional unit for grade 6 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific infor-mation as to the success of the units in terms of the learner's cognitive, affective, and psychomo-tor behavior according to expressed performance and behavior objectives. Cognitive and student and behavior objectives. Cognitive and student and teacher attitudinal data were collected from and teacher attitudinal data were collected from five sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic charac-teristics of both participating teachers and learners. (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package-UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

ED 117 498 CE 006 169 Small, Charles And Others

Jarizonal Field Test Report. Vol. 11. General Job Requirements. 1974-75. Mesa Public Schools, Ariz. Dept. of Research and

Evaluation

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

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Note—46p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 722 EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Career Education, Evaluation, Elementary Education, *Employment Qualifications, Evaluation Methods, Grade 6, Occupational Clusters, *Program Attitudes, Questionnaires, Tables (Data), Unit

Plan Identifiers—Arizona, *Field Testing Identifiers—Arizona, *Field Testing On the "General Job The field test report on the "General Job Requirements" instructional unit for grade 6 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the les-sons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments, Four brief conclusions and recommendations are in-cluded. The document concludes with two appendixes: statistics and tabular data on student teacher attitudes and a sample of the field test in-strument package--UNIVAL (forms and questionnaires on student and teacher attitudes and stu-dent performance). (Author/BP)

ED 117 499 CE 006 170

Small, Charles And Others [Arizona] Field Test Report. Vol. 12. Construction Industry Related Math. 1974-75. Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Educa-tion, Phoenix.

Pub Date Jun 75

Note—48p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 725 EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Educa-tion, *Construction Industry, *Curriculum Evaluation, Evaluation Methods, Grade 7, Job Skills, Junior High Schools, *Mathematics In-

Skills, Junior High Schools, *Mathematics Instruction, *Program Attitudes, Questionnaires, Tables (Data), Unit Plan Identifiers—Arizona, *Field Testing
The field test report on the "Construction Industry Related Math" instructional unit for grade 7 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief Arzona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas:

(1) information describing the field test, including demographic characteristics of both par-ticipating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lesspecific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appen-dixes: statistics and tabular data on student and teacher attitudes and a sample of the field test in-strument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

ED 117 500 CE 006 177

Ingvalson, Brian Natural Resources Management: Course of Study. Fridley Independent School District 14, Minn. Pub Date | Aug 73

Note-48p.

Available from-Minnesota Vocational Materials Center, Area Vocational-Technical Institute, Staples, Minnesota 56479 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postago

Descriptors—Conservation (Environment), *Curriculum Guides, Educational Objectives, *Environmental Education, Grade 11, Grade 12, Learning Activities, *Natural Resources, vironmental Education. *Natural Resources, Learning Activities, *Natural Resource Guides, Secondary Education, *Skill Resource Guides, Secondary Education, *Skill Plan, *Wildlife Management Identifiers—Minnesota (Fridley)

The document presents a course outline for the study of natural resources management by junior and senior year high school students. Basic infor-mation and practical experiences are offered to the student in the classroom and through several field trips in order to acquire more knowledge in various areas of natural resources and their management. Unit plans for the following areas are presented: (1) white tailed deer and its management in Minnesota; (2) soils--conservation and utilization; (3) Minnesota lakes and rivers and its fishes; (4) Minnesota waterfowl; (5) mambrids (5 Minnesota). mals of Minnesota; (6) our total ecosystem; (7) parks and recreation; (8) maps, mapping, comparks and recreation; (8) maps, mapping, com-pass use, and land management; (9) aerial stereophotography and its use in natural resources management; (10) upland game bird management; (11) forestry management; (12) forest tree and wood identification; (13) tax-idermy of a bird or mammal; (14) air and water pollution; and (15) introduction to Vocational Horticulture Club. Each unit includes the follow-ing information; unit objectives: unit outline; stuing information: unit objectives; unit outline; stu-dent activities (initiatory, developmental, and culminating); and source materials for the instructor and the student. (EC)

ED 117 501 95 CE 006 178 AIM [Apperception Interception Method]: An Exemplary Program from International perience. Final Report. World Education, Inc., New York, N.Y.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.
Pub Date 30 Dec 75

Grant-OEG-0-73-5210

Orant—Octo-0-73-3210
Note—112p.; Not available in hard copy due to marginal reproducibility
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Adult Basic Education, *Demon-stration Projects, Disadvantaged Groups, Discussion (Teaching Technique), Effective Discussion (Teaching Technique), Effective Teaching, Humanistic Education, *Instructional Materials, Learning Motivation, Material Development, *Models, Problem Solving, Relevance (Education), Self Concept, Skill Development, Teacher Developed Materials, *Teaching Methods, Teaching Models, Teaching Teaching Teaching Techniques, Visual Aids lentifiers—AIM, *Apperception Interception Method

Identifiers-AIM.

Method

Having used the apperception-interception method (AIM) of adult basic education (ABE) successfully abroad, World Education, with Office of Education funding and working at several American sites, developed a model of innovative ABE methods and materials for the United States, based on addressing learners' motivational problems. By using provocative photographs, problems critical to learners are identified in interviews and subsequently reflected in short, idiomatic, open-ended discussion units used to or-ganize or supplement curriculum; social interaction is crucial. Learners, motivated to solve criti-cal problems, desire basic skills education. Skill cal problems, desire basic skills education. Skills development modules provide systematic assistance to teachers, focusing on specific skills and providing skills development outlines, tearning activities, and sample applications to particular AIM problem-stories. From the model, ABE teachers can tailor-make culturally relevant and situation-specific materials and develop their efstuation-specific materials and develop their effectiveness with disadvantaged, undereducated adults. Background information, the methods-and-materials model evolution, results (a complete list of 101 photo-discussion units, with synoposes) and implications comprise the report; appendixes include skills modules and evaluation information. The model is being transferred to selected State ABE staff development projects; a teacher's manual and instructional materials will be published; and a foundation has funded two New York City AIM projects. (AJ)

ED 117 502 CE 006 179 Wilhelms, Fred T.
Teaching Consumer Education: A Common-Sense

New Jersey State Dept. of Education. Trenton. Center for Consumer Education Services. Pub Date May 74

Note—58p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Consumer Economics, *Consumer Education, *Course Organization, Educational Objectives, *Educational Philosophy, Elemen-tary Education, Family Life Education, tary Education, Family Life Education, Guidelines, Humanistic Education, Interdisciplinary Approach, Money Management, Personal Values, *Program Design, *Program Development, Relevance (Education), Secondary Education, Social Values, Values
Effective buymanship and effective financial

management are the cornerstone of an elementasecondary school consumer education program. The curriculum must meet some basic and essential criteria in order to prepare the student essential criteria in order to prepare the attack.

for learning about budgeting, a concept which encompasses buymanship and financial management. Through knowledge, insights, and attitudes, ment. Inrough knowledge, msights, and attitudes, students can be helped toward a rich image of the personal and family life they want to work toward, the values they mean to live by, and the commitments they will not forsake; toward a working familiarity with their economic system; and toward a working acquaintanceship with the processes of government and a social philosophy. The tone of a course is important in determining the students see their own lives; teacher must decide what type of attitude towards consumerism he wishes to encourage. Preliminary steps to program organization are described: (1) lay out the total job; (2) take an inventory of consumer education already being done in each department; (3) find simple adapta tions to enrich the total program. In a well-rounded school-wide program, the special con-sumer education course starts where other pro-grams have left off, and drives deeper. (Author/AJ)

ED 117 503

CE 006 180

Bahr, Gladys A to Z Teaching Activities for Consumer Educa-

Pub Date 75

Note—38p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Consumer Economics, *Consumer Education, Consumer Science, *Enrichment Education, Consumer Science, *Enrichment Activities, *Instructional Improvement, *Learning Activities, Money Management, *Secondary Education, Teaching Methods

ry Education, Teaching Methods
One word was selected for each letter of the alphabet and used to develop a learning activity for teaching consumer education at the high school level. In addition to the word on which the activity is based, other words for each letter are listed which may suggest activities. Ten of the sheets are designed to be duplicated for student use. The others contain specific suggestions directed to teachers for classroom activities or improvement and enrichment of instruction. The activities and suggestions include a wide range of subject areas and skills such as language arts, mathematics, and social studies. Most of the activities are described in one-page presentations; the section on the letter "R", however, is an 11page presentation on resource units illustrating different kinds of units through three sample topand inflation. ics: energy, (Author/MS) auto repair,

ED 117 504 CE 006 181 Consumer-Business Days; Community-Wide Program. Project Guide No. 101.

New York State Dept. of Commerce, Albany.

Woman's Program.

Note-37p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

*Descriptors—*Business, Community Cooperation,
*Community Organizations, *Community Service Programs, *Consumer Education, Program Descriptions, Program Development, *Program Guides, Program Planning, School Community Cooperation, School Industry Relationship, Youth Clubs

The project guide describes the organization and implementation of consumer-business days, a community-wide business effort in a concentrated period of time (one week to one month) in which: (1) manufacturers; retailers; and financial, trade, and service organizations provide informa-tion, literature, tours, clinics, and programs for local consumers; and (2) men's, women's, and

youths' organizations, schools, colleges, libraries, civic and government agencies devote their meetings and exhibits for the period to one of these business-supplied programs. The responsibilities of the following groups and individuals in-volved in organizing the program are briefly discussed: general chairman, central committee, groups, schools and youth, libraries, business and industry, and business and industry sub-committees. An outline of five steps involved in imple menting the program and an organizational chart are also presented. The bulk of the document contains sample forms and suggestions for the program including: letters and questionnaires en-listing participation of business leaders, clubs, and youth groups; letter enclosure explaining the project; program suggestions for clubs, schools, and organizations; program suggestions for busine and industry; program confirmation form; sample calendar of events (includes approximately 200 activities); and sample radio and television spot announcements. (Author/MS)

ED 117 505 CE 006 182 Business and Office of Education Resource Supplement to the Consumer Education Curriculum Guide for Ohio.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education. Pub Date 71

Pub Date 71
Note—64p.; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-*Business *Business Education, Career Community Resources, Concept Planning. Teaching, *Consumer Economics, *Consumer Education. *Curriculum Guides, Learning Activities, Money Management, *Office Occupations Education, Resource Materials, Secondary Education, Teacher Developed Materials

The guide suggests learning activities for consumer economics that can be used in office occu-pation education programs. The guide is organized in six sections, each dealing with one of the following basic concepts: (1) the economic system, (2) income procurement, (3) consumer behavior determinants (4) consumer alternatives (5) roles, rights, and responsibilities, and (6) community resources. The subject areas of ac-counting, basic business, clerical, and clerk stenographer are included. Occupations within the subject areas are identified by Dictionary of Occupational Titles numbers. Each section begins with a graphic representation of the basic con-cept covered. Several objectives are included for each section. For each objective within a section, a table is presented which lists concepts, subject a table is presented which insis concepts, subject areas, suggested learning activities, and suggested resources. A five-page bibliography includes teacher references, books, pamphlets, instruc-tional materials, practice sets, filmstrips, films, and bulletin board materials. Names of the mem-bers of Ohio's State Advisory Committee on Consumer Education and of the committee of busi-ness educators who developed the guide are listed. (S)

ED 117 506

Briggs, Lloyd D., Ed. Green, Gary L., Ed.
Career Education: A Challenge of Our Time. National Career Education Workshop Proceedings. Oklahoma State Univ., Stillwater. Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 75

Note-104p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors-Articulation (Program), Business, Career Awareness, *Career Education, Educa Career Awareness, "Career Education, Educa-tional Administration, Educational Methods, Elementary Education, Guidance, Home Economics, "National Programs, Preservice Education, Role Perception, Secondary Educa-tion, State Federal Support, "Teacher Educa-tion, "Teacher Educators, Vocational Education, *Workshops

The purpose of the workshop was to create a greater awareness among teacher educators of the career education concept and to examine methods for integrating career education into preservice teacher education curricula. The 567 participants represented 69 teacher education in stitutions from 50 States. The agenda consisted of a general overview of recent thinking and development in career education, followed by small informal groups concentrating on methods

application. Presentations related to "Prevalent application. Presentations letated to Prevaent Career Education Concepts" included "Career Education and Teacher Education"; "What Business Asks of the Schools"; "Career Education"; 'Communication, Teacher Behavior, and Human-Communication, Teacher behavior, and rumanism": "Career Education-Articulation in the University", "Career Education: The Challenge of Our Times"; "What We Believe: Career Education and the Role of the College in Its Development and Implementation"; and "Federal, State, and Local Responsibilities in Career Education". Other presentations provided descriptions of local school career education programs in Weather-ford, Texas; Des Moines, Iowa; Montgomery County, Maryland; Eastern Arizona; and Broward County, Florida. Small group sessions, with nationally recognized career education leaders serving as facilitators, focused on College of Education deans, vocational education, educational administration, elementary education, guidance and counseling, industrial arts, home economics, and secondary education. A list of participants is grouped according to institution. (EA)

ED 117 507 CE 006 184 Snyder, Natalie M. Strong, Susan T.

Security Is A Step in the Right Direction Pub Date Aug 70 Note—38p.; For related document, see CE 006

Available from—Curriculum Coordinating Unit, Drawer DX, State College, Mississippi 39762 (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Consumer Education, Home Economics Education, *Independent Study, *Individualized Instruction, *Instructional Materials, Learning Activities, *Money Management, Post Testing, Pretests, Secondary Education

The individualized learning package for eleventh and twelfth grade consumer education deals with the use of the management process in the achievement of personal and family financial goals. The teacher's section of the package contains a statement of purpose and instructional objectives. Equipment and materials (specific books, magazines, and audiovisual aids) needed for the unit are listed. The method of evaluation suggested requires the use of a pretest, self-tests, and a post-test. Answer keys and copies of these tests are included. The student section contains an introduction, the pretest, a progress record, and four lessons to be completed independently. The lessons cover: clarification of goals, analysis of financial resources, a review of alternativesdecison making, and integration for formulation of a financial plan. An introduction, a behavioral objective, instructions (which list materials needed, specify the number of activities to be done, and indicate the level of competency tone, and indicate the level of competency required on the self-test before proceeding), learning activities, and a self-test are presented for each lesson. Most of the activities involve reading, examining case studies, and tape record ing or writing responses to a situation. A list of activities for further study completes the student section. (MS)

ED 117 508 CE 006 185

Miller, Sandra K. Advertising Appeal. Pub Date Mar 70

Note-31p.; For related document, see CE 006

Available from—Curriculum Coordinating Unit, Drawer DX, State College, Mississippi 39762

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Consumer Economics, *Consumer Education, Home Economics Education, Independent Study, *Individualized Instruction, *Instructional Materials, Learning Activities, Mass Media, Post Testing, Pretests, *Publicize, *Purchasing, Secondary Education, Television Commercials

The individualized learning package for secondary consumer education deals with consumer buying as influenced by advertising. The teacher's section of the package contains a statement of purpose and instructional objectives. Equipment and materials (specific textbooks, audiovisual aids, and sources for sample post-test advertisements) needed for the unit are listed. The suggested method of evaluation requires the use of a pretest, self-tests, and a post-test. Answer keys and copies of these tests are included. The student section contains learning objectives, the pre-test, and three lessons to be completed independently. The lessons cover the functions of advertising for sellers and consumers, kinds of advertising, and wise use of advertising. Behavioral objectives, instructions (which list materials needed, specify the number of activities to be done, and dicate the level of competency required on the self-test before proceeding), learning activities, and a self-test are presented for each lesson. The activities involve reading (textbook or material in the package), viewing films, and finding and analyzing various advertisements. A list of activi-tics for further study completes the student section. (MS)

CE 006 187 ED 117 509 Indiana Resource Guide for Consumer Education

and Home Management: Working Papers.
Indiana Research Coordinating Unit, Indianapolis. Pub Date Mar 70

Note—145p.

Available from—Vocational Instructional Materials Laboratory, Department of V tional/Technical Education, Indiana S University, Terre Haute, Indiana 47809 EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

EDRS Price MF-50.83 HC-\$7.35 Plus Postage Descriptors—Concept Teaching, *Consumer Economics, *Consumer Education, *Curriculum Guides, Home Economics Education, *Home Management, Learning Activities, Money Management, Resource Guides, *Secondary Education, Unit Plan The guide presents units of instruction for secondary consumer education and home management education which were developed at the secondary of the property of the secondary of the secondary of the secondary consumer and the secondary of the secondar

a workshop. The subject areas covered by the units, their teaching time, and suggested grade level areas are as follows: (1) organizing resources (one to two weeks, grade 7), (2) mak-ing personal and consumer decisions (two parts, each three to four weeks, grade 8), (3) managing human resources within the family (three to four weeks, grade 9), (4) managing family finances for development of purchasing power, financial security, and knowledge of family economic activity (four to five weeks, grade 10), and (5) educating the consumer for managing the family's resources (one semester, high school, non-majors or non-minors in home economics). Each unit di-vides the subject area into concepts which are further divided into sub-concepts. For each sub concept, objectives are presented followed by a list of generalizations with corresponding learning experiences. The learning experiences include a wide variety of individual and group activities. Some activities are based on the materials listed in the comprehensive multimedia bibliographies which follow all but the last unit. (MS)

ED 117 510 CE 006 188

Kemp, Louie E., Comp.

Talking Shop to Wise Consumers.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 71 Note-123p

МΙ

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors-Audiovisual Aids, *Consumer Education, Curriculum Guides, *Instructional Materials, Learning Activities, Resource Materials, Learning Activities, Resource Materials, *Resource Units, *Secondary Educa-tion, *Teaching Guides

The document is a guide to a consumer education resource unit which aims to create a teacher-student and student-community learning partnership which will actively involve all participants. Concepts, behavioral objectives, learning ex-periences, and generalizations are provided in a format that can be quickly viewed and easily in-terpreted, but the teacher is encouraged to be hibited and as innovative as possible. The thirteen organizing concepts are: private enter-prise, values, self-actualization, priorities, market place, informed consumers, resources, resource management, resource organization, legal aspects, money management, a home in the future, and the changing family. Two-thirds of the document (75 pages) is an appendix to the unit guide, comprised of instructional materials which range from crosswords and other games to scripts for teacher-made recordings. Among the many methods and media called for in the resource unit are: lecture, class and panel discussions, observation, guest speakers, sociodrama, field trips, interviews, oral reports, brainstorming, programmed material, open-ended sentences, debates, skits, supervised study, and a variety of audio-visual media. (Author/AJ)

ED 117 511

CE 006 190

Midjaas, Carl L. Innovative Planning Techniques for Vocational-Technical Facilities.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors *Architectural Programing, *Construction Costs, Construction Needs, *Cost Effectiveness, *Decision Making, Educational Facilities, Estimated Costs, *Facility Planning, Facility Requirements, Vocational Education Identifiers—*Value Analysis

A suggested approach, termed value analysis, to studying the cost effectiveness of alternative plans for vocational-technical facilities presents a series of cost diagrams and decision matrices, with explication. The diagrammed steps are: (1) with explication. The diagrammed steps are: (1) Value-Analysis Cost Schedule, representing a hypothetical facility being planned and showing estimated costs for the desired accommodation; (2) Cost/Achievement Relationship of Various Alternatives, presenting a method of ranking cost data for facility and program operation costs and relating reliable job placements to costs of various alternative programs; (3) Decision Matrix for Three Alternatives, illustrating decision making between several options within a program area; (4) Established Relationship Between Cost and Appraisal Score (Normalization Procedure), conerting costs into normalized appraisal scores to determine relative values of the various options; (5) Decision Matrix for Four Vocational/Techni-(5) Decision Mark for Four Vocational, Technical Programs Competing for Space in New Construction, illustrating the use of the decision-matrix approach for making decisions between program areas; and (6) High to Low Relative Value Options with Costs, identifying where deletions must be made. It is suggested that value making in Journal to the Cost of the Market Residence of the State of the Cost of the Market Residence of the Market R analysis planning techniques are tools for better decision making. In particular value analysis proto substantiate major vides documentation planning decisions. (LH)

Bro, Ronald D. Foelske, Roger

The Iowa Plan for Curriculum Improvement in Industrial Arts, K-12.

Pub Date Dec 75 Note—18p.; Paper presented at the National Convention of the American Vocational Association, 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Education, Curriculum Design, *Curriculum Development, *Curriculum Planning, *Elementary Secondary Educa-tion, *Industrial Arts, State Curriculum Guides Identifiers—*lowa
An overview of lowa's plan for curriculum im-

provement in industrial arts, K-12, describes the development, content, and implementation strategies of a new State curriculum guide. Guide development involved two committees made up of teachers, supervisors, educators, and con-sultants from around the State who reviewed literature, recently developed guides, and professional associational publications. A draft copy of the guide was evaluated by over 50 industrial arts teachers and personnel in Iowa and surrounding States. The final draft is described as providing framework, rather than specific content and methodology, enabling teachers to innovate their own approaches. Based upon the pyramid concept, the quide emphasizes the goals of career and industrial-technological awareness. A staff development (inservice) systems has been developed but not yet implemented beyond the awareness phase. It contains the following phases: awareness, orientation and dissemination, dissemination, development and preparation, and trial and adop-tion. A list of selected references is included. (LH)

ED 117 513 95

Gysbers, Norman C.
Cooperative State Implementation Workshops for Curriculum-Involved Career Development Guidance, Counseling and Placement Project. Final Report.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency—Bureau of Occupational and
Adult Education (DHEW/OF), Washington,

Bureau No-157008 Grant-OEG-0-71-4463(357) Note-46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, *Counseling Programs, *Federal Programs, Models, *Placement, Program Development, State Curriculum Guides, State Programs, *Statewide Planning The major goal of the 3 1/2 year Federal project was to assist each State, the District of

Columbia, and Puerto Rico to develop preliminahome-school-community State-tailored. models/guides for developing and implementing improved and extended career guidance, counseling, and placement programs in local school dising, and placement programs in local school dis-tricts. A national training conference for key State leaders was held in St. Louis, Missouri in January, 1972 to provide State teams with the knowledge and skills to develop a State guide. Each team received a "Program Content and Operations Manual" and a kit of exemplary materials and resources. The States received further consultative and technical assistance from the project staff the national sterging committee. the project staff, the national steering committee members, and national/State leaders in the field, as well as limited financial assistance. "Elements of an Illustrative Guide for Career Guidance, Counseling, and Placement" was prepared by the project staff in 1974. The project was successful in meeting its goals as 44 States developed new guides and/or models or modified and extended previous efforts. Two-thirds of the document consists of appendixes of selected project newsletters, a list of exemplary materials distributed to the States, and selected letters concerning the project

ED 117 514 CE 006 193

Heintz, Amy D., Comp. Consumer Education.

Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Educa-

Pub Date 71

Note-202p. EDRS Price MF-\$0.83 HC-\$11.37 Plus Posta

Descriptors—Bibliographies, *Consumer Educa-tion, *Curriculum Guides, *Learning Activities, Lesson Plans, Post Secondary Education, *Resource Guides, Secondary Education, Teacher Developed Materials, Unit Plan

The curriculum guide is intended as a source to help teachers plan consumer education classes in Nevada, from junior high school through the adult level. Developed for a semester's (18 weeks) separate course of study, using individual or group instruction, the guide may be expanded to meet the needs of a full year. Each unit can be taught as an individual course or integrated within other courses. Some sample lesson plans developed by teachers involved in the pilot test-ing are included. Unit outlines present overall objectives, concepts, learning activities, and resources, and include: consumer in our society; consumer decision making, with sample lesson plan; money and democracy in home management; consumer credit and borrowing money, with sample lesson plan; food shopping at home and in the market; family clothing management, with sample lesson plan; family transportation, with sample lesson plan; health care and services; buying protection, with sample lesson plan; and investments; consumer protection, with sample lesson plan; a home for your family; furnishing and equipment for the home; and lei-sure time and recreation. The extensive resource list includes: books; government and organiza-tional publications, including visuals; periodicals; mailing lists; organizations providing current consumer information; and local, State, and Federal agencies. (LH)

ED 117 515 CE 006 195

Walther, Regis II. The Measurement of Work-Relevant Attitudes. Final Report.

George Washington Univ., Washington, D.C. Manpower Research Projects. Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research

and Development.
Report No--DLMA-41-0-003-09

Pub Date Jun 75

Note—29p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Achievement Tests, *Attitude Tests, Educational Diagnosis, Educational Programs,

Longitudinal Studies, Program Evaluation, Student Adjustment, Student Attitudes, Student Evaluation, Tables (Data), *Test Validity, Vo-cational Adjustment, Vocational Maturity, *Work Attitudes, *Youth, Youth Employment,

Youth Programs
Identifiers—Neighborhood Youth Corps, New
Education Program, NYC, *Work Relevant Attitudes Inventory, WRAI

The final report on the development of a Work-Relevant Attitudes Inventory (WRAI) describes the use of the WRAI in diagnosing the needs of individuals and evaluating the effective-ness of manpower programs. The WRAI was used in two longitudinal studies: four Neighborhood Youth Corps (NYC) programs with 502 subjects, and a demostration education project, the New Educational Program, with 526 subjects. The WRAI was able to differentiate between subjects making a "good" and a "poor" adjustment to work. Furthermore, positive changes in WRAI scores were associated with a "good" adjustment. The WRAI also correlated with counselor ratings and with achievement test scores in reading and mathematics. It was concluded that the WRAI had demonstrated its usefulness as a measure of program effectiveness and as a help in diagnosing the needs of new program participants. Five ap-pendixes include the WRAI and various statistical measures relating to the results of its administra-tion. (Author/JR)

ED 117 516 CE 006 196

Young, Anne McDougall Students, Graduates and Dropouts in the Labor Market, October 1974. Special Labor Force Re-

Bureau of Labor Statistics (DOL), Washington, D.C. Div. of Labor Force Studies. Report No—DOL - SLFR-180

Pub Date Aug 75

Note-28p.

Journal Cit-Monthly Labor Review; v98 n8 p33-6 Aug 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postag Descriptors-College Freshmen, *College Gradu-*College Students, Demography, ates, *College Students, Demography,
*Propouts, *High School Graduates, Labor
Force, Manpower Utilization, Negro Students,
Part Time Students, Student Characteristics,
Student Employment, Tables (Data), *Unem-

ployment Unemployment increased substantially among all youth in the labor force except college graduates in the year ending in October, 1974. Data were collected as part of the Current Population Survey and relate to persons 16 to 24 years of age in the civilian noninstitutional population. Estimates on the number of graduates are based on a sample, and two tables are included in the discussion. High school dropouts were the most severely affected by increased job market comseverely affected by increased job market com-petition, with their unemployment rate rising over four percentage points. Negro high school gradu-ate and dropout unemployment rates were twice that of whites. Changes in the college student body reflected a higher percentage of 20 to 24

year old part time students who were combining work and school, with an increased enrollment among women. College freshman and college graduate unemployment rates remained approximately the same as in the previous year. Ap-pended material takes up the bulk of the document and presents definitions and explanations of the basic labor force concepts, sample design, estimating methods and data reliability of the survey, and 17 supplementary tables. (LH)

ED 117 517 CE 006 197

And Others Breen, John

Professional Development Planning Study. Fiscal Year 1974 and 1975, Final Report. Massachusetts State Dept. of Education. Boston.

Office of Professional Development. Pub Date Nov 75

Note—152p.; Not available in hard copy due to marginal reproducibility; Figures 2-2, 2-4, 3-2, and 3-3 will not reproduce in microfiche due to

blurry type
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Organization, Comescriptors—Administrative organization, Com-puter Oriented Programs, "Interagency Coor-dination, Legal Problems, "Management Infor-mation Systems, Management Systems, Or-ganizational Effectiveness, "Personnel Manage-Recordkeeping. State Agencies,

*Systems Development, Teacher Qualifications, *Vocational Education Identifiers—*Massachusetts

A two-year project to systematize the occupa-tional teacher approval record-keeping and planning procedures for the Massachusetts Office of Professional Development (OPD) for the Divi-sion of Occupational Education is described. A project overgion discusses the problems of the project overview discusses the problems of the system and objectives arrived at to solve them, including the improvement of record keeping, monitoring systems, and Local Education Agency (LEA) information; determination of State manpower supply and demand; and improvement of teacher-training programs. Eleven project tasks were formulated to achieve these objectives and are described in terms of methods, results, figures and charts, and related materials: (1) survey all LEA personnel; (2) improve the record keeping system; (3) improve data needed for OPD planning; (4) provide uniform credentials; (5) monitor the teacher approval factor; (6) develop listing of available instructors; (7) rewrite OPD policies for approval fields; (8) interface approval system with data bank; (9) increase number of minority instructors; (10) establish legal policies; (11) survey demand for vocational instructors. Appended material provides supplementary information regarding project tasks, schedules, teacher qualifications, and expenditures. (LH)

CE 006 198 Escobar, Joanna Sculley Daugherty, John An Administrator's Checklist, Book 1. Handbook for the ESL/ABE Administrator.

Bilingual Education Service Center, Arlington Heights, Ill.; Northwest Educational Cooperative, Palatine, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section

Pub Date Jun 75

Note-18p.; For related documents, see CE 006

199-200 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Guides, *Adult Descriptors—*Administrator Guides, *Adult Basic Education, *Check Lists, Educational Administration, Educational Philosophy, Educational Planning, Educational Programs, *English (Second Language), *Program Administration, Program Design, Program Development Program Sections of Program Development Program Educations Program Development Program Educations (Program Development Program Educations (Program Development Program Educations (Program E ment, Program Effectiveness, Program Evalua-

The manual provides a checklist for administra-tors responsible for developing, implementing, and evaluating an Adult English as a Second Language Program. The checklist consists of four sections: philosophy, administration and organiza-tion, program development and operation, and program impact. For each section there is a series of specific questions designed to examine the basic program component. For each question there is a series of points to be considered, each of which is formulated around determining the extent to which the program fulfills the basic component demands. (Author/JR)

CE 006 199

Escobar, Joanna Sculley Daugherty, John A Manual for Developing and Implementing the ESL/ABE Program. Book 2. Handbook for the ESL/ABE Administrator.

Bilingual Education Service Center, Arlington Heights, Ill.; Northwest Educational Coopera-tive, Palatine, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education

Pub Date Jun 75 Note-55p.; For related documents, see CE 006 198 and CE 006 200

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors-*Administrator Guides,

escriptors—*Administrator Guides, *Adult Basic Education, Educational Administration, Educational Planning, Educational Programs, *English (Second Language), Manpower Development, *Program Administration, Program Design, *Program Development, Program Efectiveness, Program Evaluation, Program Planning, Records (Forms), Staff Improvement, Staff Utilization The handbook provides for the administrator of dult English as a Second Language Programs

Adult English as a Second Language Programs detailed information in the following areas of program design: program requirements and funding, program development, program implementation, staff development, and program evaluation. The

discussion of each of these areas is subdivided topically and, where appropriate, provides supple-mentary records and forms useful in aiding program administration. (JR)

ED 117 520 CE 006 200

ED 117 520 CE 006 200 Escobar, Joanna Sculley Daugherry, John A Planning Guide for Developing the ESL/ABE Instructional Program. Book 3. Handbook for the ESL/ABE Administrator.

Bilingual Education Service Center, Arlington Heights, Ill., Northwest Educational Cooperative, Palatine, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education

Pub Date Jun 75

46p.; For related documents, see CE 006 Note-46p 198-199 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrator Guides, *Adult Basic Education, Communication Skills, Course Objectives, Course Organization, Curriculum Development, Educational Objectives, Educa-tional Programs, *English (Second Language), General Education, *Program Content, Pro-gram Development, *Program Planning, Text-

The planning guide for developing Adult English as a Second Language Programs focuses on implementing six goals relating to: utilizing community resources, utilizing communication skills, participating in community networks, utilizing occupational advancement opportunities, function-ing in multi-cultural life styles, and functioning at individual rate, capability, and interest levels. The guide's seven sections cover the following areas: general knowledge areas content, general knowledge areas sample objectives, instructional objectives in communication skills, a sample 12week program design, a scope and seque curriculum development, an annotated list of Adult English as a Second Language examin tions, and a partial selection of commercial text-books. (JR)

ED 117 521 95 CE 006 201

Jenks, Houston C., Ed.

Sens., 1001309 C., Ed. A Staff Development Manual for Career Educa-tion. Vol. 1: Elementary Level. Saint Charles Parish Schools, Luling, La. Spons Agency—Office of Education (DHEW),

Washington, D.C. Pub Date 74

Note-181p.; For Volumes 2 and 3, see CE 006 202-203 EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Career Awareness, *Career Educa-tion, *Curriculum Guides, Dramatic Play, Educational Objectives, Educational Resources, *Elementary Education, Evaluation Criteria, Instructional Materials, Integrated Curriculum, Learning Activities, Occupational Clusters, Puzzles, Unit Plan

The first section of the manual for developing career education in existing Louisiana elementary school programs is an introduction to the concept and rationale of career education and to the roles of educators and parents in infusing career edu-cation into the curriculum. Section 2 discusses the availability and use of career education materials, and section 3 provides guidelines and suggested topics for guest speakers and field trips. Section 4, composing the bulk of the document, consists of unit plans covering: school helpers (K-1), whose hat is this? (grades 2-3), self-awareness (grades 4-6), communication (grade 5), work tasks and habits (grades 1-6), foods and nutrition (grade 6), the process of photosynthesis (grade let's build a house (grades 3-6), people and their work (grades 1-2), and dental health wor-kers and the law (grades 3-4). Each unit plan lists subject areas, goals, concepts, objectives, activi-ties, resources, and evaluation criteria. The unit on dental health workers also includes the script on dental health workers also includes the series, for a one-act-play, "The Toothache Mystery: The Trial of the Dental Health Six." Two appendixes include an outline of the 15 job clusters and 21 job cluster hidden word puzzles. (JR)

ED 117 522 95

Jenks, Houston C., Ed.
A Staff Development Manual for Career Education, Vol. 2. Saint Charles Parish Schools, Luling, La.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 74

Note-79p.; Page 46 is missing; For Volume 1 and 3, see CE 006 201 and CE 006 203

EDRS Price MF-\$0.83 HC-\$4.67 Plus Posta

Descriptors-*Career Awareness, *Career Educaescriptors—*Career Awareness, *Career Educa-tion, Civics, *Curriculum Guides, Educational Objectives, Educational Resources, Evaluation Criteria, Instructional Materials, *Junior High Schools, Learning Activities, Occupational Clusters, Puzzles, Units of Study (Subject Fields)

The first section of the manual for developing career education in existing Louisiana junior high school programs is an introduction to the concept and rationale of career education and to the roles of career education personnel; it also provides a two-page summary of evaluation statistics for St. Charles Parish. Section 2 discusses the availability, use, and evaluation of career education materials. Section 3 provides sample units for im-plementing career education which provides concepts and objectives for such subject areas as language arts, science, Louisiana studies, remedial reading, art, mathematics, social studies, industrial arts, and home economics. Appendixes com-prise half the document. Appendix 1 represents a career education unit for civics which is divided into lessons, each of which lists objectives, activities, and evaluation criteria and suggestions. Apperdix 2 is a similarly organized unit on the 15 job clusters. Appendix 3 provides 21 career education hidden word puzzles. (JR)

ED 117 523 CE 006 203

Jenks, Houston C., Ed. A Staff Development Manual for Career Educa-tion. Vol. 3: Senior High Level.

Saint Charles Parish Schools, Luling, La Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 74 Note-121p.; For Volumes 1 and 2, see CE 006 201-202

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors— "Career Awareness, "Career Educa-tion, "Curriculum Guides, Educational Objec-tives, Educational Resources, Evaluation Criteria, Instructional Materials, Learning Ac-tivities, "Senior High Schools, Units of Study (Subject Evolte).

(Subject Fields)

The first section of the manual for developing career education in existing Louisiana senior high school programs is an introduction to the concept and rationale of career education and to the roles of career education personnel. Section 2 is a unit on human values and relations which provides an introduction and rationale for the following activities: human snake, interview (introduction of partner), card interview (introduction of self), falling (exercise in trust), machines, relaxing, blindfold, aggression-affection, introduction of partner (exercise in perception), listening triads, bomb shelter exercise, peer perception, posters, obituary, group poetry, and show-and-tell. For each topic the unit provides a discussion of concepts, performance objectives, materials, instructions for the provides and the provides and the provides and the provides of the provides and the pro tions for the activity, and observations. Section 3 lists career education materials available and provides sample units, organized the same as those in section 2, covering the topics of why people work nd economic, social, and psychological aspects and economic, social, and psychological aspects of work. Section 4 contains subject area units providing concepts and objectives for a variety of subjects. Appendixes provide concepts, objectives, and activities for one-year units on child care and job exploration; a similarly organized unit on teaching poetry; and lists of career information resources. (JR)

ED 117 524

МΙ

Laws, Ruth M. Striving for Synergy in Adult Education as Equal Partners. A Position Paper for the Committee on Social Justice in Celebration of International Women's Year to Promote Dialogue, Discussion, and Planning for Elevation of the Status of Women Through Adult Education.
Pub Date Nov 75

Pub Date Nov 75
Note—22p.; Paper presented to the Committee
on Social Justice of the National Association
for Public Continuing and Adult Education
(November 6-8, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Adult Education, Discriminatory
Attitudes (Social), Employment, Equal Opportunities (Jobs), *Females, Housewives, International Organizations, *International Programs, Mothers, Nondiscriminatory Education, Sex Discrimination, Sex Role, Sex Stereotypes, Social Attitudes, *Womens Education, Working Women

Identifiers-United Nations

In the realm of continuing education, synergy, when used to mean a working together on all phases of human rights, implies the promotion of an adult education vehicle to eliminate the cultural lag in the status of women. Recent United Nations actions (such as the establishment of International Women's Year and the World Plan of Action's pressing for the full reconsideration of women's role in politics, education and training, employment and related economic matters, health and nutrition, family organization and family roles, population, and housing) are encouraging. Some general recommendations designed to implement the World Plan of Action's goals for the 1975-80 period include: special efforts to involve women in public affairs and to make the public at large aware of women's role in politics; target dates for the elimination of illiteracy; special training programs in economic and social development for rural women; free compulsory elementary education for girls and boys; inexpensive child care coinciding with school or training hours; special part-time programs for continuing education; elimination of bias from programs, curricula, and textbooks; and co-educational vocational programs open on the basis of aptitude and abilities rather than sex stereotypes. (JR)

Guide for Consumer and Homemaking Education

Programs in Virginia Secondary Schools.

Virginia State Dept. of Education, Richmond. Home Economics Education Service.

Note—211p. EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Concept Teaching, Consumer Economics, *Consumer Education, Cultural Factors, *Curriculum Guides, Family (Sociological Unit), *Family Life Education, Everythe Management of Grade 6 Family Management, Grade 6, Home Economics Education, *Homemaking Education, Home Management, Individual Development, Learning Activities, Money Management, Purchasing, *Secondary Education, Student Purchasing, *Seconda Evaluation, Unit Plan

The guide contains sequential units of consumer and homemaking education instruction for grades 6-12. The units for each grade level build upon and expand concepts developed during the preceding level. Introductory material describes program goals, home economics offerings in Virginia secondary schools, and the development and use of the guide. A chart shows the organization (by units) of the program for grades 6-12. Each of the following family living areas of the guide contains an overview and six instructional units: Consumption of Goods and Services in the Family, Cultural Development in the Family, Individual Development in the Family, and Management in the Family. For each unit a grade level, teaching time (ranging from 3 to 12 weeks), means of evaluation, an objective, several specific concepts and their relation to home economics subject areas are given. Each specific concept is then presented with specific objectives, generalizations, statements of content, and a wide variety of suggested experiences for learning and evaluation. (Author/MS)

ED 117 526 CE 006 206 Distributive Education Resource Supplement to the Consumer Education Curriculum Guide for Ohio.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education. Pub Date 71

Note-58p.; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Community Resources, Concept Teaching, *Consumer Economics, *Consumer Education, *Curriculum Guides, *Distributive Guides, *Secondary
Developed Materials

Guides, *Oistributive Activities, Resource
Education, Teacher

Identifiers-Ohio

The activities contained in the guide are designed to supplement the distributive education curriculum with information that will prepare the student to become a more informed, skillful employee and help the marketing career oriented student better visualize his customer's buying problems. Four overall objectives are stated. The guide is organized in five sections, each dealing with one of the following basic concepts: (1) multiple roles of the individual, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives, and (5) community resources. Each section begins with a graphic representation of the basic concept covered. Several objectives are included for each section. For each objective within a section, a table is presented which lists concepts, suggested learning and evaluation experiences, suggested resources, and a generalization about the objective. The guide also includes an eight-page list of sources of free and inexpensive materials (books, pamphlets, kits, periodicals, filmstrips, and films) for consumer education. Names of the members of Ohio's State Advisory Committee on Con-sumer Economic Education and of the committee of educators, developers of the guide, are listed. (Author/MS)

ED 117 527 CE 006 207 Home Economics Supplement to the Consumer Education Curriculum Guide for Ohio, Grades

Ohio State Dept. of Education, Columbus. Div. of Vocational Home Economics. Pub Date Jul 71

Note—60p.; For related documents, see CE 006 208-209; For the Consumer Education Curricu-lum Guide for Ohio K-12, see ED 066 354 EDRS Price MF-\$0.33 HC-\$3.50 Plus Postage

Resources, Concept Teaching, *Consumer Economics, *Consumer Education, *Curriculum Guides, Family Life, *Home Economics
Education, Learning Activities, Money
Management, *Secondary Education, Teacher

Developed Materials Developed Materials
Written by 90 vocational home economics
teachers during the consumer education
workshops held at three Ohio institutions:
Ashland College, Bowling Green University, and
Miami University, the material included in the supplement is to be used in combination with the Consumer Education Guide for Ohio, Grades K-12. The learning experiences are pertinent to the area of high school home economics. The guide is organized in six sections, each dealing with one of the following basic concepts: (1) economic system, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives,

(5) roles, rights, and responsibilities, and (6) community resources. Several objectives are included for each section. For each objective within a section, a table is presented which lists concepts, grade level, suggested learning and evaluation experiences, and suggested resources. Names of participants at consumer education workshops (90 vocational home economics workshops (90 vocational home economics teachers) who developed the guide are also included. (Author/MS)

ED 117 528 CE 006 208 Home Economics Job Training Resource Supplement to the Consumer Education Curriculum Guide for Ohio.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education. Pub Date 71

Note-50p.; For related documents, see CE 006 207 and CE 006 209; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Career Planning, Community
Resources, Concept Teaching, *Consumer
Economics, *Consumer Education, *Curriculum Guides, *Job Training, Learning Activities,
*Occupational Home Economics, Resource
Guides, Secondary Education, Teacher Developed Materials

The learning experiences in consumer education were developed to be used by job-training teachers as an integral part of the vocational home economics job-training curriculum. The ac-tivities were designed to provide basic un-derstanding of: the nature and function of the American economic system; the roles of producers, consumers, and citizens; and the use and availability of community resources at the local, State, and national level. The guide is organized in six sections, each dealing with one of the fol-lowing basic concepts: (1) the economic system, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives, (5) roles, rights, and responsibilities, and (6) commu-

nity resources. Each section begins with a graphic representation of the basic concept covered. Several objectives are included for each section. For each objective within a section, a table is presented which lists concepts, suggested learning presented which lists concepts, suggested tearning and evaluation experiences, suggested resources, and generalizations about the objective. A four-page selected bibliography of books, pamphlets, periodicals, filmstrips, and films is also included. Names of the members of Ohio's State Advisory Committee on Consumer Economic Education and of the job training teachers who developed the guide are listed. (Author/MS)

ED 117 529 CE 006 209 Home Economics for Families with Limited In-come Resource Supplement to the Consumer Education Curriculum Guide for Ohio. Ohio State Dept. of Education, Columbus. Div. of

Vocational Education.

Pub Date 71

Note—45p.; For related documents, see CE 006 207-208; For the Consumer Education Curricu-lum Guide for Ohio K-12, see ED 066 354 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adult Education, Community Resources, Concept Teaching, *Consumer Economics, *Consumer Education, *Curricu-lum Guides, Disadvantaged Groups, *Family Life Education, Home Economics Education, Learning Activities, *Low Income Groups, Oc-cupational Guidance, Resource Guides, Teacher Developed Materials

Designed as a supplement to the section on the socio-economically disadvantaged in the Con-sumer Education Curriculum Guide for Ohio, K-12, the guide contains consumer education learning activities for use with persons of limited in-come. It is organized in six sections, each dealing with one of the following basic concepts: (1) the economic system, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives, (5) roles, rights, and responsibilities, and (6) community resources. Each section begins with a graphic representation of the basic concept covered. Several objectives are included in each section. For each objective within a sec-tion, a table is presented which lists concepts, suggested learning and evaluation experiences, suggested resources, and generalizations about the objective. Included is a four-page bibliography of books, pamphlets, periodicals, films, filmstrips, and slides. Names of the members of Ohio's State Advisory Committee on Consumer Economic Education and of the committee of family life and inner city teachers, developers of the guide, are also included. (MS)

ED 117 530 CE 006 210 Industrial Arts Resource Supplement to the Con-sumer Education Curriculum Guide for Ohio.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Note—109p.; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Teaching, *Consumer Economics, *Consumer Education, *Curriculum Guides, *Industrial Arts, Industrial Education, Learning Activities, Occupational Guidance, Resource Guides, *Secondary Education, Teacher Developed

The consumer education guide for industrial arts teachers was developed by a group of experienced teachers using the Consumer Education Curriculum Guide for Ohio, Grades K-12 as a reference. The guide is organized in six sections, each dealing with one of the following basic concepts: (1) the economic system, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives, (5) roles, rights, and responsibilities, and (6) community resources. Each section begins with a graphic representation of the basic concept covered, an overall objective for the section, and a statement of the rationale for teaching that section. Several objectives are included for each section. For each objective within a section, a table is presented which lists concepts and a clarification of the individual concepts as they can be applied to industrial arts. Following the table, generalizations related to the objective and suggested learning ac-tivities are listed. The guide contains a six-page teaching resource list of books, periodicals, pamphlets and booklets, audio-visual aids, film companies and sources, and agencies and organizations. Names of the members of Ohio's State Advisory Committee on Consumer Education and of the Industrial Arts Consumer Education Committee, developers of the guide, are also included. (Author/MS)

Manpower Training Resource Supplement to the Consumer Education Curriculum Guide for Ohio. Ohio State Dept. of Education, Columbus. Div. of

Vocational Education.

Pub Date 71

Note-73p.; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Community Resources, Concept Teaching, *Consumer Economics, *Consumer Education, *Curriculum Guides, Federal Programs, Learning Activities, "Manpower Development, Occupational Guidance, Resource Guides, Teacher Developed Materials, "Trainees, Vocational Education, Vocational Training Centers

Identifiers—Manpower Development and Train-ing Act, *Manpower Programs, MDTA

The guide contains consumer education learning activities and references for use with Man-power Development and Training Act trainees. It is organized in six sections, each dealing with one of the following basic concepts: (1) the economic system, (2) income procurement, (3) consumer alternatives, (4) consumer behavior determinants. (5) roles, rights, and responsibilities, and (6) community resources. Each section begins with the statement of an overall objective and a graphic representation of the basic concept covered. Several other objectives are included for each section. For each objective within a section, a table is presented which lists concepts, suggested learning and evaluation experiences, and suggested resources. A 10-page bibliography lists instructional materials catalogs, charts, periodi-cals, pamphlets (on clothing and appliances, credit, foods, economics and investments, in-surance, and money management), trainee manuals and workbooks, trainee programed materials, teacher manuals and guides, teacher references (texts, special kits, and source lists). Also included is a glossary of 61 consumer education terms. Names of the members of Ohio's State Advisory Committee on Consumer Economic Education and of the committee of teachers and teacher educators, developers of the guide, are listed. (MS)

ED 117 532 Edmondson, Dorothy Jean Swanson, Bettye B.
Suggested Learnings: Consumer and Homemaking

Education.

Western Illinois Univ., Macomb. Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education. Pub Date Apr 72

Note-286p

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—*Consumer Education, Curriculum Development, *Curriculum Guides, Educa-tional Programs, *Home Economics Education, *Homemaking Education, *Learning Activities, Learning Experience, Program Design, Program Planning, Reference Materials, Secondary Education, Student Needs The guide presents suggested learning con-

cepts, experiences, and references for home economics educators in the planning and organization of secondary level consumer and homemaking programs. The suggestions are based on questionnaires and interviews with teachers and administrators involved in this program. The guide's main focus is on the process of designing a program that would meet the student's needs and consists of 17 subject areas which are presented alphabetically: advertising; appliances; clothing purchasing; consumer purchasing; credit; estate planning; food buying; furniture and accessories; housing; insurance; management of the dual role; money management; recreation; responsibilities, obligations, and protection of the consumer; savings and investment; taxes; and transportation. Each subject area begins with information on its general purpose, objective, student references, teacher references, and additional sources of information. This is followed by the guide itself which consists of six columns presenting the following information: concept, classroom experiences, resource person, related experiences, and teacher-student references. Form letters sent to participants, a time table for evaluating the units, forms used for the evaluation, a list of references, and sources of inexpensive information are appended. (EC)

Gray, Ava A. Whorley, Beulah Consumer Education: A Guide for Teachers of Home Economics.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Arkansas Univ., Fayetteville. Dept. of Vocational Education.

Pub Date Aug 71

Note—234p.
EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage
Concent Teaching, *Consum Descriptors—Concept Teaching, "Consumer Economics, "Consumer Education, "Curriculum Guides, Decision Making Skills, Home Management, "Instructional Materials, "Learning Activities, Money Management, Secondary Education

The guide offers suggested curriculum materials in consumer education for secondary schools or as background information for teaching adults. or as background information for teaching adults, it focuses on an understanding of decision making, the economic system, and management. The units of instruction are based on 13 concepts; (1) the process of decision making in relation to consumer behavior; (2) relationship of values and goals to economic competence; (3) influences of the economic system on individual and family consumption; (4) analysis of the business system as related to consumerism; (5) relationship of naas related to consumerism; (5) relationship of na-tional income, money, and banks to consumer practices; (6) effect of prices and stabilization procedures on the economy; (7) relationsh taxation to the monetary system; (8) banks and consumer credit services; (9) effects of advertisconsumer credit services; (9) effects of advertising and protective aids on consumer practices;
(10) managing and investing finances; (11) individual and family protection through insurance;
(12) financing individual and family housing; and
(13) financing individual and family transportation. Each concept provides information about its general purposes, objectives and learning ex-periences, and references. Sample instructional materials are presented in a separate (112 pages) and consist of information sheets, charts, illustrative materials, learning activities, games, forms, additional references, and other concept-related teaching aids. (EC)

ED 117 534 CE 006 230

Career Guidance Handh Alabama State Dept. of Education, Montgomery.

Div. of Vocational Education and Community Colleges

Pub Date 1731

Note—26p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Posta

Descriptors—Annotated Bibliographies, Career Awareness, *Career Education, Career Ex-Awareness, *Career Education, Career Ex-ploration, Elementary Secondary Education, Guidance Functions, Guidance Objectives, *Guidance Programs, Guidance Services, *Oc-cupational Guidance, Post Secondary Education, *Program Development, Program Evalua-tion, Program Planning, State Programs Identifiers—Alabama

The first section of the career guidance hand-book provides a brief introduction to the need for career guidance, explains the eight elements and outcomes of career education in the Alabama Career Education Curriculum Model (self-aware-Career Education Curriculum Model (Seri-aware-ness-self-identity, educational awareness-educa-tional identity, career awareness-eareer identity, economic awareness-economic understanding, decision making-career decishus, beginning competency-employment skills, employability skills--career placement, and attitudes and ap-preciations--self/social fulfillment), and discusses the four major constituents of the career guidance process: developing self-awareness, acquiring decision-making skills, developing environmental understanding and awareness, and relating to the world of work. Section two discusses the components of the career guidance program (curriculum base, pupil data system, in-formation system, work observation and ex-perience, group and individual counseling, educational and occupational placement, and research and evaluation), identifies the responsibilities of guidance specialists, teachers, principals, parents. students, employers, and other community members in career guidance, and outlines procedures for evaluating career guidance programs. A three-page annotated bibliography is included. (JR)

ED 117 535 CE 006 231 Career Education in Alabama: The Art of the State.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Pub Date [74]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Career Awareness, *Career Education, Career Exploration, Curriculum Development, Elementary Secondary Education, Inser-vice Programs, Inservice Teacher Education, Leadership Training, Post Secondary Educa-tion, *Program Guides, Relevance (Education), *State Programs Identifiers—Alabama,

*Alabama Appalachian Career Education Project

After a brief introduction, the guide to career education in Alabama identifies several career education concepts which concern the relevance of education to the world of work and diagrams the components of the three elements of career education (awareness, exploration, and preparation). The next section diagrams the career education curriculum model and explains the three elements of career awareness, career exploration, and career preparation in paragraph-length sum-maries. The following section briefly describes career education efforts in Appalachian Alabama and the next section covers various aspects of leadership development for curriculum change (development of inservice education programs and participation in conferences, consortia, councils, and projects to develop career education programs). The last section briefly discusses the promise of career education for Alabama's future. (JR)

ED 117 536 95 CE 006 233

Stovall, Ruth And Others

Career Services and Industrial Arts. Materials Catalogue.

Alabama State Dept. of Education, Montgomery.

of Vocational Education and Community Colleges.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.: Missouri Uniw, Columbia. Career Guidance Counseling Placement Project.

Pub Date Jul 75 Grant-OEG-71-4663

ИI

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Annotated Bibliographies, *Audiovisual Aids, Career Awareness, *Career Education, *Catalogs, Early Childhood Educa-tion, Elementary Secondary Education, Indus-trial Arts, *Instructional Materials, Occupational Guidance, Post Secondary Education, Teacher Developed Materials, Unit Plan, Voca-

tional Education Identifiers—*Alabama

The catalogue annotates all materials which are available for loan from the Career Services and Industrial Arts Instructional Materials Laboratory in the Vocational Education and Community Colleges Division of the Alabama State Department of Education. Section 1 annotates listings for over 200 books, on career education and career guidance. Section 2 lists 69 titles of books contained in two series of works designed to describe all the major career options open to young peo-ple. Section 3 lists for grades 1-12 several hundred units of study in careers for the various subject fields developed by teachers in Alabama and Cobb County, Georgia. Section 4 cites nearly 100 books which cover the various industrial arts subjects. Section 5 lists three special need books and one series of 45 academic skills titles. Section 6 cites approximately 70 position papers and monographs which deal with various aspects of career education. Section 7 lists 11 career education journals. Section 8 describes 15 career films and one series of 44 films on specific occupations. Section 9 lists approximately 40 career filmstrips. Section 10 describes 32 multi-media kits, and section 11 describes five slide kits. (JR)

[Colorado] State Plan for Career Education.

Colorado Commission on Higher Education, Denver.; Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Dept. of Education, Denver.

Pub Date May 73

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-Career Awareness, *Career Educaescriptors—Lareer Awareness, "Career Eudua-tion, Career Exploration, Educational Planning, Elementary Secondary Education, Post Secon-dary Education, *Program Content, Program Development, *Program Planning, State Agen-cies, *State Programs, *Statewide Planning, Vocational Education Identifiers—*Colorado Task Force for Career

The Colorado State Plan, a general framework within which local educational agencies may develop and implement a career education program, is presented. The first section of the document, outlining the State plan, contains an in-troduction, a policy statement, an overview of the plan, followed by discussion of the roles and orplan, followed by discussion of the roles and of-ganization of State agencies for career education, and of the career education concept, kindergar-ten through post-secondary levels. Described are the responsibilities of the Coordinating Councils (State and local), State Coordinator, and Intraagency Coordinators (Colorado Department of Education, State Board for Community Colleges and Occupational Education, and Colorado Commission on Higher Education). An organizational chart shows the relationships between these agencies. Student needs and the experiences to be offered during the career awareness, exploration, preparation, and specialization phases of the career education continuum are discussed. The second section contains the specific goals and State agency staffing data for career education in Colorado. The names of the statewide Task Force and the document are appended. (Author/MS)

ED 117 538 CE 006 240 Career Awareness Units, Magnolia Public Schools, Grades 1-7.

Magnolia School District 14, Ark Note-269p.

Available from—Pansy Puckett, Career Educa-tion Coordinator, Magnolia Public Schools, Magnolia, Arkansas 71753 (\$15.00 incl.

postage)
EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Behavioral Objectives, *Career Awareness, Career Exploration, *Curriculum Guides, *Elementary Education, Learning Activities, Resource Guides, *Unit Plan, Work At-

The guide contains career awareness units for grades one through seven. A chart for each grade level lists the unit titles with textbook references, resource speakers, and study trips. Some of the speakers and study trips suggested throughout the guide are specific to the local area. For each unit, concepts to be developed are coordinated in chart form with activities (field trips, games, displays, discussions, and others) and resources (speakers, filmstrips, and books). A unit on developing attitudes about work is presented at each grade level. Other units cover the following each grade level. Other units cover the rottowing occupational areas: grade one, school workers, the home, the grocer, diary and egg farmers, and community workers; grade two, policemen, carpenter-painter, the baker, and medical careers; grade three, radio announcer, fireman, service station worker, and veterinarian; grade four, pilot, forester, United States Postal Service, and law enforcement; grade five, crafts, farming and animal care, managerial work, business relations, and industry work; grade six, communications, machine work, engineering, and investigating and legal work; and grade seven, merchandising and clerical work, medicine and health, scientific research, library related fields, and social science.

ED 117 539 CE 006 241

Muench, Betty, Comp. And Others Career Education--Concepts and Bulletin Board

Arkansas State Dept. of Education, Little Rock Career Education Section.

Pub Date [75]

Pub Date 1-71p.
Note—71p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Bulletin Boards, *Career Education, *Illustrations, *Teacher Developed

The document consists of illustrations, which can be used for designing bulletin boards, grouped according to career education concepts. These concepts are: (1) an early understanding of self is important throughout life; (2) persons need self is important throughout life; (2) persons need to be recognized as having dignity and worth; (3) occupations exist for a purpose; (4) there is a wide variety of occupations which may be classified in several ways; (5) work means different things to different people; (6) education and work are interrelated; (7) individuals differ in interests, abilities, attitudes, and values; (8) occupational supply and demand has an impact on career planning; (9) job specialization creates in-terdependency; (10) environment and individual potential interact to influence career development: (11) occupations and lifestyles are interrement; (11) occupations and intestytes are interre-lated; (12) individuals can learn to perform adequately in a variety of occupations; (13) career development requires a continued and sequential series of choices; (14) various groups and institutions influence the nature and structure of work; (15) individuals are responsible for their career planning; (16) job characteristics and in-dividuals must be flexible in a changing society; (17) seasonal; and (18) miscellaneous. (EC)

ED 117 540 95 CE 006 242 The Career Education Instructional System: Interim Report.

Newark School District, Del. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau No—V0001VW Pub Date Dec 74

Grant-OEG-0-74-0955

Grant—OEG-0-4-0953
Note—98p.; Several pages may reproduce poorly due to marginal quality of original
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*Career Education, *Career Exploration, *Curriculum Development, Curriculum Guides, Educational Objectives, Educational Programs, *Elementary Secondary Edu-Program Administration, Descriptions, School Community Relationship Identifiers—*Delaware (Newark)

A career education program in the Newark, Delaware, School District is in the process of developing and implementing a K-12 instructional system utilizing a three phase approach: Awareness Phase (K-5), emphasizing career awareness and positive work attitudes; Exploration Phase (K-8), exploring career clusters; Exploration Special Company (Company), and Company (Company), and Company (Company), and Company). (6-8), exploring career clusters; Exploration Spe-(dialization Phase (9-12), emphasizing in-depth career cluster exploration and specialized skill development. Program goals, objectives, procedures, evaluation, descriptions, results, and accomplishments are presented. Curriculum development has been individualized by school and teacher, with pilot testing. Community orientation has been wide spread and successful. Appendixes take up the bulk of the document and include: (A) supplementary program material and the February, 1974 report "Goals and Recom-mendations for Implementation of Career Educa-tion in the Newark School District, K-12, 36 pages, which describes the three educational phases in terms of their rationale, goals, implementation, program development, and organizational approach and includes a curriculum guide for the Awareness and Exploration phases, (B) lists of project participants and units written and piloted by district teachers and the curriculum development format; (C) the script of a sound slide presentation; (D) a list of advisory council members. (LH)

ED 117 541

Spitze, Hazel Taylor And Others
Teaching Aids for Consumer and Homemaking Programs.

Illinois Univ., Urbana. Div. of Home Economics Education.

Spons Agency-Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education. Pub Date 72

Note-153p.; Some illustrations reproduce well in microfiche

Available from-Special Programs Unit, Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, 1035 Outer Park Drive, Springfield, Illinois

1035 Outer Park Drive, Springheid, filmois 62706 (No price given) EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage Descriptors—*Annotated Bibliographies, *Con-sumer Education, Educational Games, Home Economics Education, *Homemaking Educa-

tion, *Instructional Materials, Learning Activities, Low Ability Students, Reading Level, *Reading Materials, Resource Guides, Resource Materials, Secondary Education, Simulation, Teacher Developed Materials The volume contains instructional materials for *Reading

high school consumer education classes. The materials were produced at a workshop and were designed to introduce excitement and enjoyment in the learning process and to serve the slow reader. The first section contains an introduction to simulations and games in consumer education and descriptions of teaching techniques developed in the workshop. The second section begins with a statement of consumer education and the literacy Problem and continues with a 191-item annotated bibliography (with subject index) of low reading level materials. The annotations include grade level, cost, length, source, and comments about contents. The remainder of the volume provides examples of low reading level materials with suggestions for classroom use, produced by teachers in the workshop. The selections include stories, skits, essays, letters, poetry, and textbook style prose. The authors tried to make the writing concrete and personal, adult in interest but simple in sentence structure and vocabulary at a third to fifth grade reading level. Participants at the workshop are listed and their names also accompany their of throughout the volume. (Author/MS) contributions

ED 117 542 Muhich, Dolores CE 006 244

Measuring Empirical Properties of Psychomotor Skills in Different Psychological Environments. Pub Date 30 Sep 74

Note-17p.

Journal Cit-Perceptual and Motor Skills; v39 p1315-30 1974

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—College Students, *Decision Mak-ing, Educational Research, *Environmental Influences. Evaluation Methods. Office Occupa-

tions Education, Post Secondary Education, *Psychomotor Skills, *Skill Analysis, Skill Development, Task Performance, *Typewriting

The role of decision making and keystroking in the psychomotor activity of office typing tasks was assessed for second-semester, fourthsemester, and terminal college students under three different work conditions: (1) pre-arranged, (2) unarranged without erasing errors, and (3) unarranged with crasing errors. All differences for main effects for speed and errors were signifi-cant (probability less than .01). When office tasks were done under wholly realistic conditions, planning and decision making were one-half, keystroking was three-eights, and erasing comprised one-eighth of the task. Mean completion time for one letter, one table, and one rough draft for 60 students was: prearranged without erasing, 8.94 minutes; unarranged without erasing, 20.89 minutes; and unarranged with erasing, 23.93 minutes. At low levels of skill, time consumed for keystroking was nearly as salient in contributing toward completion of product as time consumed for decision making. As psychomotor skill increased, the perceptual skill of decision making played an increasingly dominant role. The amount of time needed for deci-sion making took on increasing salience in producing office communications as difficulty of the task and amount of training were increased.

ED 117 543 CE 006 245 Career Preparation for Hotel-Motel Management and Services. Grade 11, Phase I.

County Board of Education, Montgomery County Board of Education, Rockville, Md.; Montgomery County Public Schools, Rockville, Md.

Report No-Bull-264 Pub Date 73

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Career Education, *Career Explora-tion, *Curriculum Guides, *Hotels, Learning Activities, *Management Education, Secondary Education, Teacher Developed Materials. Work Experience Programs

Suggestions arising from a curriculum develop-ment workshop led to a curriculum in hotel-motel management and services for high school students which aims to provide them with an opportunity to explore careers in the lodging and hospitality industries. Students will spend half the time in school study of three required subjects and the other half in supervised on-the-job training. Program goals in the areas of basic skills, career exploration, and understanding the world of work are briefly described. The curriculum outline offers student outcomes, suggested activities and procedures, and evaluations for the following topics: (1) history of the accommodations industry; (2) nature and types of accommodations; and (3) organization of operations-front office, food service, housekeeping, accounting, personnel, sales, maintenance and engineering, and law. Resources for each topic are given. An organization chart of a 200-room motor hotel, a description of jobs available in the hotel-motel industry, and examples of lodging industry jobs and duties are appended. (EC)

ED 117 544

Weinrach, Stephen G., Ed. How Career Choices Are Made. Pub Date Sep 75

Note-394p.

Available from-MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (paperbound \$10.00, clothbound \$16.00)

CE 006 249

Document Not Available from EDRS

Descriptors-*Anthologies, *Career Career Education, Career Planning, College Bound Students, Counselor Role, Disadvantaged Groups, Educational Theories, Employment Services, Females, *Occupational Guidance, Occupational Information, Testing, *Vocational Counseling, Vocational Tests. Development

Identifiers—Holland Occupational Classification

The anthology on how career choices are made contains four sections. The first, "The Counselor, Counseling, and Society--How Do They All Fit contains six selections which discuss work situations and selected aspects of vocational guidance and counseling. Section 2, "Theory: Concepts and Applications," is divided into two parts: one on structural theories which contains five selections on the Holland Occupational Classification and other aspects of vocational counseling, and the other on process theory which contains 12 selections on vocational development, occupational choice, and vocational guidance and counseling. Section 3, "Client Groups Requiring Differential Treatment," contains five selections on the special requirements for counseling women, the disadvantaged, and college bound youth. Section 4, "Occupational Information. contains five selections dealing with client information, the employment service, and counseling occupations. Nine appendixes include supplementary educational materials relating to choosing careers. (JR)

ED 117 545

CE 006 252

A Guide and Policy Manual of Vocational Instruction and Supportive Services for Disadvantaged and Handicapped Persons. North Dakota State Board for Vocational Educa-

tion, Bismarck. Report No-VT-102-424

Pub Date Jan 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Board of Education Policy, *Disadvantaged Groups, *Educational Finance, *Educational Policy, Guidelines, *Handicapped Students, Program Administration, State Boards of Education, State Programs, State Standards, *Vocational Education

Identifiers-*North Dakota

The manual is designed to provide a guide for vocational education programs and supportive services for North Dakota's disadvantaged and handicapped population at all levels. It is intended to provide the technical assistance as well as the procedures that will be valuable in organizing and administering occupational training programs for the disadvantaged and handicapped. Topics include specific requirements for receiving special services, services that may be funded (with examples), identification of handicapped or disadvantaged persons, application procedures for a disadvantaged or handicapped program, and the reimbursement rate for special needs programs in North Dakota. (Author/LJ)

ED 117 546 CE 006 253

Bobbitt, J. Frank Booth, Jim Bobbitt, J. Frank Booth, Jun Job Readiness Workshop. A Resource Manual for Instructing Adult Job Seekers in the Job Search Process. Special Paper No. 20. Michigan State Univ., East Lansing. Center for Rural Manpower and Public Affairs. Report No—VT-102-425

Pub Date May 74

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Employment Interviews, Instruc-tional Materials, *Job Application, Job Satisfaction, Job Skills, Leaders Guides, Manuals, *Resource Units, Self Evaluation, *Underemployed, *Unemployed, *Workshops Identifiers—*Job Search

The job readiness workshop was designed to offer participants improved methods of finding employment. The manual is intended to be used with small groups of unemployed or underemployed individuals in a workshop setting. The workshop's materials are designed as a resource unit, not as a teaching plan. The attempt has been to present desirable objectives, possible leading statements and approaches for the leader, key questions, suggested participant activities, and concerns and problems that participants often have during the job seeking process. The program is made up of eight units best suited for a single all-day meeting. Each unit contains suggested activities developed to increase individual involvement in the learning process. The format is designed to help determine problems, questions, and concerns of participants and then allow for group discussion that will lead to solution of these problems. Units deal with participants' self-evaluation of occupational abilities and liabilities, developing job expectations, completing resumes, discovering jobs in the local area, completing applications, and developing interviewing techniques. Materials for use with each unit are appended. (Author/LJ)

ED 117 547

Barwell, Cyril Farmer Training in East-Central and Southern Africa. Training for Agriculture, Special Sup-

plement.
Danish International Development Copenhagen.; United Nations Foo Agriculture Organization, Rome (Italy).

Report No-VT-102-426

Note—123p.; Photographs will not reproduce in microfiche; Some pages may reproduce poorly EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—*Adult Farmer Education, *Agricul-

tural Education, Bibliographies, *Developing Nations, Economically Disadvantaged, Interna-tional Programs, Manuals, Program Planning, *Residential Programs, Rural Development, *Rural Extension

Identifiers—*Africa
The manual on residential farmer training provides guidance to the extension staff of all cies concerned with rural development, with special reference to the principals and teaching staffs of training centers, and the informational and training needs of the smaller farmer. The manual was prepared as a result of recommendations made by participants at national seminars and workshops held in the following nine countries in east-central and southern Africa: Ethiopia, Ugan-da, Kenya, Tanzania, Zambia, Malawi, Swaziland, LeSotho, and Botswana. It deals mostly with residential farmer training, although some reference is made to day centers and nonresidential train-ing. Some of the topics dealt with include physi-cal facilities, staffing, recruitment, program planning, courses of instruction, and evaluation. Information about residential farmer training operating in the nine above-mentioned African countries is appended. A comprehensive bibliography is also included. (Author/NJ)

ED 117 548 95 CE 006 255 Career Education Resource Bibliography.
Delaware State Board for Vocational Education,

Spons Agency-Office of Education (DHEW),

Washington, D.C. Report No-VT-102-427

Pub Date Apr 73 Grant--OEG-0-71-0678(361)

Note—81p.; Revised Edition of ED 073 317 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Bibliographies, *Career Education, Curriculum Development, *Developmental Programs, *Educational Resources, *Elementa-ry Secondary Education, Information Sources, Instructional Materials, Resource Guides

The document has been compiled to assist in locating .naterials pertinent to the development of career education materials, levels K-12. Resource listings are presented for professional books as well as curriculum materials, films, books as well as curriculum materials, films, tapes, microfiche, and other audiovisual materials. Entries fall into two categories: (1) professional materials (20 pages), listed under the headings of educational theory, curriculum, research studies, testing, vocational education, and vocational guidance; and (2) curriculum materials (55 pages), subdivided into the areas of materials (55 pages), subdivided into the areas of general materials classified by career clusters, special needs, charts, general audiovisual materials, film catalogs, microfiche, evaluation instru-ments used, and a publishers index. The documents used, and a publishers index. The docu-ments were reviewed by the project staff and used by teachers involved in career education programs as part of Delaware's Occupational Vo-cational Educational Model. (Author/LJ)

ED 117 549 CE 006 256 Careers in Construction, Building Maintenance and Allied Occupations. Junior High School. Course Outline.

Dade County Public Schools, Miami, Fla. Office of Vocational and Adult Education.

Report No-VT-102-428

Note—210p.; An authorized course of instruction for the Quinmester Program; Several pages

may reproduce poorly
EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage Descriptors—*Building Trades, *Career Explora-tion, Course Content, *Curriculum Guides, tion, Course Content, "Curriculum Guides, Developmental Programs, Electrical Occupa-tions, Equipment Maintenance, "Hand Tools, "Junior High Schools, "Maintenance, Masonry, Painting, Plumbing, Post Testing, Pretests, Satety Education, Simulated Environment, Trade and Industrial Education

Identifiers—Florida, Quinmester Program The guide was prepared to assist student emploration in the fields of construction and building maintenance and as preparation for further ing maintenance and as preparation for further specialized training. The course was prepared for quinmester use and includes a series of manipulative job assignments within a laboratory equipped to simulate the actual job atmosphere found in the construction and building maintenance industries. The table of contents provides a suggested hourly breakdown for the orientation unit and the introductory units for carpentry, plumbing maintenance, electrical maintenance, the trowel trades, painting and decorating, and occupational safety. Instructional materials such as handouts, building plans and diagrams, pre- and post-testing building plans and diagrams, pre- and post-testing materials, resource lists, and bibliographies are provided for some of the units. (LJ)

ED 117 550 CE 006 258

Hudson, William A., Comp. Vocational Education: Student Needs. FSU Graduate Program.

Florida State Univ., Tallahassee. Report No-VT-102-430 Pub Date 75

Note-195p.; Not available in hard copy due to

marginal reproducibility
DRS Price MF-\$0.83 Plus Postage. HC Not ORS Price MF-\$0.83 Available from EDRS.

Descriptors—Graduate Students, Secondary Edu-cation, *Student Needs, *Teacher Developed Materials, *Teaching Methods, *Vocational Education

Identifiers-Florida

М

The document is a compilation of reports made by graduate students in a class concerned with how they as teachers met the needs of their stu-dents in courses or programs. The reports ex-amine 10 areas and discuss how student needs are met by (1) cooperative business education, (2) diversified cooperative training, (3) distributive education, (4) home economics, (5) industrial education, (6) job entry preparation, (7) an occupational placement specialist, (8) prevocational industrial arts, (9) technical vocational education, and (10) vocational office education.

ED 117 551 CE 006 260 Johnson, Pauline

Laboratory Procedures for Medical Assistants. Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Edu-cation, Trenton. Div. of Vocational Education. Report No-VT-102-433

Pub Date Dec 75

Note—59p.
Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brun-swick, New Jersey 08903 (Order No. HL-285,

52.30)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Health Occupations Education,
*Laboratory Procedures, *Manuals, *Medical
Laboratory Assistants, *Study Guides

Identifiers—Hematology, Urnalysis

The purpose of the manual is to provide the medical assisting student a text which presents the common laboratory procedures in use today in physician's offices. The procedures for per-forming a complete urinalysis are outlined, along with those for carrying out various hematological tests. Information is also presented to help the student learn to identify forms of bacteria, to become acquainted with the various test media for growing cultures, and to learn to prepare smears and stains. A review test follows each of the three units of study. These procedures are based on the requirements for the certifying examination given by the American Association of Medical Assistants. The procedures are not in-tended to encompass the advanced skills needed in medical technology. (Author/NJ)

ED 117 552 CE 006 261 Clayton, Alfred Almony, John

Menu Cycles.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-434 Pub Date Jun 75

Note-214p.; Photographs will not reproduce in microfiche

Available from-Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (Order No. F-59, \$3.00)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage Descriptors—*Cooking Instruction, Curriculum Guides, *Food Service Occupations, *Foods Instruction, *Nutrition Instruction, *Occupational

Home Economics, Secondary Education, Tests Identifiers—*Menu Cycles, Recipes

The curriculum guide for commercial foods in-struction is designed to aid the teacher in com-municating the importance of menu cycles in commercial food production. It also provides information about the necessary steps in getting food from the raw form to the finished product, and then to the consumer. In addition to provid ing information on how to design and use menu cycles, the text also discusses the selection, handling, storage, and preparation of fruits and vegetables, meats, poultry, eggs, seafood, and rice and pasta. Units are included on cost control and the role of a balanced diet in the menu cycle. A 60-page section provides recipes for large quantities and a 15-page section of unit tests concludes the document. (NJ)

ED 117 553 CE 006 262

Bright, Dom And Others
A Program for Accounting and Related Occupations. Bulletin 5. Business and Office Education.

tions. Bulletin S. Business and Office Education.
Bowling Green State Univ., Ohio.
Spons Agency—Office of Education (DHEW),
Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Report No—VT-102-440
Bub Date: John Columbus.

Pub Date [75] Note-329p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—"Accounting, Business Education,
Business English, *Curriculum Guides, Data
Processing, Grade 11, Grade 12, Instructional
Materials, Integrated Curriculum, Mathematics,
*Office Occupations, Records (Forms),
*Secondary Education, *Simulation, Teacher
Developed Materials, Typewriting

The curriculum guide presents a two-year, in-school program for juniors and seniors designed to prepare students for positions in the account-ing field. Instruction in this program includes all subjects related to the accounting field: accounting, office machines, office processing data, typewriting, economics, business law, and business organization. Basic skills in English and math are reviewed and reinforced. The program is planned for the block-of-time approach incorporating both integration and simulation. The junior year guide is divided into seven integration plans that incorporate the five subject areas of plans that incorporate the live subject areas of accounting, office procedures, English, typewrit-ing, and data processing. Each plan provides sup-plementary materials and activities. The senior year curriculum guide is a plan for simulation ac-tivities designed to emulate office practices as nearly as possible. It includes a teacher's manual and the following materials to be reproduced for the students: a company policy and procedures manual, job descriptions, a mailing list, and typical business forms. (Author/NJ)

ED 117 554 CE 006 263

Horn, Fern M., Ed.

Horn, Ferl M., Ed.
Home Economics Curriculum for Grades 7-8-9.
Appleton Public Schools, Wis.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Report No—VT-102-441
Bureau No—5-4192/H102

Pub Date 75

Note-780p

Available from-Appleton Public Schools, Vocational Education Office, 120 E. Harris Street, Appleton, Wisconsin 54911 (\$6.00) EDRS Price MF-\$1.50 HC-\$42.19 Plus Postage

Descriptors—Articulation (Program), Child Development, Clothing Instruction, *Curricu-lum Guides, Family Life Education, Foods In-struction, *Home Economics Education, Hous-*Instructional Materials, *Junior High Schools, Learning Activities, Nutrition Instruc-tion, Personal Growth, Tests

Identifiers-Wisconsin (Appleton)

The curriculum guide is the result of a project to develop, field test, analyze, and revise the juto develop, field test, analyze, and revise the junior high level home economics course offerings
for Appleton public schools. The theme for
grades seven and eight is exploring your world
and includes five topics: (1) family, stressing personality development and communicating with
and understanding others: (2) foods, presenting
nutrition instruction in the four basic food
groups, meal planning, use of recipes, manners,
and table setting; (3) world of children,
discussing the responsibilities of the care of children: (4) clothing, emphasizing personal eroomdiscussing the responsibilities of the care of enti-dren; (4) clothing, emphasizing personal groom-ing and clothing care with special attention given to basic sewing skills; and (5) housing, encourag-ing the student's sense of responsibility for their own rooms. These five topics are repeated for grade nine under the heading of "Focus on Teen-Life." Each topic follows the format of course in-tendestine, operating attractive, including nertroduction, conceptual structure, including performance objectives; unit, consisting of content, learning experiences, and evaluative exercises; appendix; and bibliography. Testing instruments are contained in each appendix and are presented as quizzes, games, and crossword puzzles. (LJ)

ED 117 555

Lock, Burt M. Career Exploration Activities. Buffalo Public Schools, N.Y. Report No-VT-102-442 Pub Date Jun 75

Note-41p.; For the final report of the project, see CE 006 486

CE 006 264

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postag EDRS Frice MF-20.0.5 III-2.2.00 Fuls rosting Descriptors—Career Education, "Career Explora-tion, "Grade 10, "Industrial Arts, Instructional Materials, "Learning Activities, "Lesson Plans, Secondary Education, Self Concept, Shop Cur-riculum, Vocational Development Identifiers—New York (Buffalo), Southside Ju-

nior High School

The lesson plans represent activities carried out in the industrial arts laboratory of Southside Ju-nior High School as part of the Buffalo public school's career education project. Designed for the level of grade 10, these activities provide industrial arts instruction as a means to allow the student to gain awareness of his abilities, ap-titudes, and interests through exploratory experiences related to industry and man's technological development. The content includes all elements of industry, occupations, materials, energy and power, processes, personnel, commu-nications, services, and research and development. The central theme is the individual and his learning about himself through concepts and ex-ploratory experiences. Each of the 37 lessons lists objectives, suggested time, needed materials and equipment, references, evaluation methods, and a summarizing statement. (Author/NJ)

ED 117 556

CE 006 268

Wersun, Norman
Mathematics for Commercial Foods.
Rutgers, The State Univ., New Brunswick, N.J.
Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-446

Pub Date Dec 75

Pub Date Dec 75

Note—258p.
Available from—Vocational Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.50)
EDRS Price MF-\$0.83 HC-\$14.05 Plas Postage Descriptors—*Food Service Occupations, Grade 10, *Instructional Materials, Learning Activities, Mathematics Curriculum, *Mathematics Instruction, *Practical Mathematics, Secondary Education, Study Guides, *Workbooks, Worksheets

A review of basic mathematics operations is presented with problems and examples applied to activities in the food service industry. The text is divided into eight units: measurement, fractions, arithmetic operations, money and decimals, percentage, ratio and proportion, wages and taxes, and business records. Each unit contains a series of lessons which follow the format of stated objectives, background information, demonstration or procedure, and assignments. Recipes, guest checks, tax forms, and inventory sheets accompany many of the lessons and serve as worksheets for doing the assignments. A conversion chart showing the number of ounces necessary to make tablespoons, cups, pints, and quarts for many foods is included. (KJ)

CE 006 269

Mulligan, Robert E. And Others
Health Cluster for Special Need Youngsters in the
Middle School. Publication No. 12.
Rutgers, The State Univ., New Brunswick, N.J.

Curriculum Lab.

Spons Agency—New Jersey State Dept. of Edu-cation, Trenton. Div. of Vocational Education. Report No—VT-102-447 Pub Date Jul 75

Note—90p.; For related documents, see CE 006 272 and CE 006 281 Available from—Vocational Technical Curricu-

lum Laboratory, Rutgers, The State University, Building 4103, kilmer Campus, New Brun-swick, New Jersey 08903 (\$2.50) EDRS Price MF-\$3.83 HC-\$4.67 Plus Postage

EDRS Price MF-\$3.83 HC-\$4.67 Plus Postage Descriptors—Behavioral Objectives, *Career Ex-ploration, Child Care Occupations, *Curricu-lum Guides, Dental Assistants, *Health Occu-pations, Intermediate Grades, Junior High Schools, Learning Activities, *Middle Schools, Occupational Therapists, Paramedical Occupa-tions, Rehabilitation Counseling, *Special Edu-cation, Teaching Guides The teacher's manual presents learning activi-

The teacher's manual presents learning activi-ties for occupations in the health cluster intended for special needs students at the middle school level. The eight occupations addressed in the manual are orderly, mental retardation aide. dental assistant, sanitary assistant, occupational therapist, kitchen worker, rehabilitation counselor, and child care attendant. Each unit contains suggested behavioral objectives, practical requirements for someone filling the specific posi-tion, activities, equipment and supplies, and com-munity resources. Also available is a teacher evaluation form and a list of multimedia

references. (LJ) ED 117 558

Pieslak, Raymond F.

About Buying on Credit. Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Edu-cation, Trenton. Div. of Vocational Education. Report No—VT-102-449 Pub Date Oct 75

Note-35p.; For related documents, see CE 006 266-267 Available from-Vocational Technical Curricu-

lum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brun-swick, New Jersey 08903 (\$2.00) EDRS Price MF-50.83 HC-\$2.06 Plus Postage

Descriptors—Consumer Education, Course Content, *Credit (Finance), *Deaf Education, High School Students, *Money Management, *Secondary Education, Special Education, *Study Guides

The student manual for high school level spe-cial needs students was prepared to provide deaf students with basic information about how to buy studens with basic information about now to only on credit. It gives the student the sense of establishing credit capacity by developing a spending plan based on individual needs, values and goals, and income. Two units cover the areas and goals, and income. Two units cover the areas of: (1) buying things on credit and (2) loans. They were carefully written for easy reading and comprehension and provide information, vocabulary, and assignment questions for the specific topics covered. (Author/LJ)

ED 117 559

Sheather, Harry Chemical and Environmental Technology. Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Sonns Agency—New Jersey State Dept. of Edu-cation, Trenton. Div. of Vocational Education. Report No—VT-102-451 Pub Date Mar 75

Pub Date Mar 17
Note—138p.

Available from—Vocational Technical Curriculum Laboratory, Rutgers, The State University,
Building 4103, Kilmer Campus, New Brusswick, New Jersey 08903 (No price given)
EDRS Price MF-50.63 HC-57.35 Plus Postage

Control of the Process of the Proces

Descriptors—Associate Degrees, "Chemical Technicians, "Chemistry Instruction, Course Descriptors, "Curiculum Guides, "Environmental Technicians, Laboratory Equipment, Laboratory Experiments, Lesson Plans, "Post Secondary Education"

Secondary Education
The two-year curriculum in chemical technology presented in the document is designed to
prepare high school graduates for technical positions in the chemical industry. Course outlines
are given for general chemistry, chemical calculations, quantitative analysis, environmental
chemistry, organic chemistry I and 2, instrumental analysis, and physical chemistry. Each course
combines lectures and laboratory experiments
and includes methodology suspested textbooks. and includes methodology, suggested textbooks, student evaluation, a sample lesson plan, and syllabus. Also provided are general references for the movement experience for the movement experience for the movement experience. labus. Also provided are general references for the program, periodicals, government publica-tions, audiovisual aids, teacher preparation, and suggested field trips and guest lectures. The grad-uate of this program in chemical technology receives an associate in applied science degree. (Author/MF)

ED 117 560 95 CE 006 274
Food Service Trades. Instructional System Development Model for Vermont Area Vocational Centers.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Report No—VT-102-453
Bureau No—V0087VZ
Pub Date [75]

Pub Date [75] Note—149p.; For related documents, see CE 006 275-277 EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

DNS Price MP-90.83 HC-\$7.35 Plus Postage
Descriptors—*Curriculum Guides, *Food Service
Occupations, Foods Instruction, Instructional
Systems, Learning Activities, *Occupational
Home Economics, *Secondary Education,
Study Guides, Teaching Guides, Unit Plan, Vooutload Dural Jersonic

cational Development

cational Development Identifiers—Vermont
The model curriculum guide in food service occupations consists of 26 units of study presented in outline form and intended for use at the secondary level. The outline presents a concept statement, behavioral objective, learning activities. teacher resource needs, suggested evaluation techniques, lesson objectives, a lesson/unit plan, and reference materials. The guide covers basic and reference materials. The guide covers basic information necessary to anyone working in food service. Among the topics covered are: equipment facility terminology, operation of equipment and facility, personal hygiene, sanitation, basic cooking, salad making, food serving, menu planning, recordkeeping, purchasing and receiving, and mixology. Glossaries of teaching and evaluation methods are appended to the guide, along with brief definitions of norm and criterion tests. Sample lesson plans for use by the instructions. tests. Sample lesson plans for use by the instruc-tor are also appended. Lists of books and

magazine and film resources complete the docu-ment. (NJ)

ED 117 561 CE 006 275 95

ED 117 561 95 CE 006 275
Auto Body. Instructional System Development
Model for Vermont Area Vocational Centers.
Spons Agency—Office of Education (DHEW),
Washington, D.C.; Vermont State Dept. of
Education, Montpeller. Div. of VocationalTechnical Education.
Report No-VT-102-455
Bureau No-V0087VZ.
Pub Date 1751

Pub Date [75]

Note-75p.; For related documents, see CE 006 274-277

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Auto Body Repairmen, *Curriculum Guides, *Instructional Systems, Learning
Activities, *Secondary Education, Study
Guides, Teaching Guides, Teaching Activities, *Second Teaching ues, *Trade and Industrial Education,

Unit Plan Identifiers—Vermont

toentiners—vermont

The model curriculum guide was developed to teach auto body repair in secondary schools in Vermont. From a needs assessment of the occupational opportunities in automotive services in pational opportunities in automotive services in the state, a group of selected occupations were analyzed for skill content and translated into the curriculum content. The guide consists of 14 units, each with a student/instructor curriculum units, each with a student/mistructor curriculum outline providing: a concept statement, behavioral objective, learning activities, suggested resources, suggested evaluation techniques, unit objective, lesson/unit plan, and reference list. Among the topics covered in the units are: sheet metal repair, welding, body filling, panel replacement, refinishing, body-frame correlation, estimation problems and trim alters remains bether ment, retinishing, body-traine correlation, esti-mating, upholstery and trim, glass service, body-electrical, front suspension system, cooling system, and brake system. Appended to the guide are a bibliography, list of possible resources, discussion of norm and criterion tests with samples, and explanation of the instructional forms. Sample welding unit materials and glossaries of the teaching and evaluation methods referred to in the lessons are also appended. (NJ)

ED 117 562 95 Health Occupations. Instructional System Develop-ment Model for Vermont Area Vocational Cen-

spons Agency—Office of Education (DHEW), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education. Technical Education. VT-102-454 Bureau No—V0087VZ

Note-175p.; For related documents, see CE 006 274-277

EDRS Price MF-\$0.83 HC-\$8.69 Plus Po Descriptors—*Curriculum Guides, *Health Occu-pations, *Health Occupations Education, *Instructional Systems, Learning Activities,
*Secondary Education, Study Guides, Teaching
Guides, Teaching Methods, Unit Plan
Identifiers—Vermont

The curriculum guide presents a suggested out-line for teaching health occupations in secondary schools in Vermont. It consists of a student/teacher curriculum outline for each of the 20 units. It includes a concept statement, the behavioral objective, suggested learning activities, behavioral objective, suggested learning activities, suggested teacher resource needs, and suggested evaluation techniques. Outlined specifically for teacher use are: the objective derived from the terminal behavioral objective, the lesson or unit plan consisting of methods and sequence of instruction, and a bibliography of material resources for preparing the unit lesson. Among the topics covered in the units are: ascepsis; body mechanics, bed making in basfety basic first aidmechanics; bed making; job safety; basic first aid; medical and interpersonal communications; vital signs; personal care; measuring intake/output; specimens; admission, transfer, and discharge of patient; physical examination assistance; pre- and postoperative care; care of the dying and post mortem care; anatomy and physiology; microbiology; nutrition; and special skills. Ap-pended are evaluation information and instru-ments, glossaries, references, and addresses for ordering audiovisual aids. (Author/LJ)

ED 117 563 95 CE 006 277 Auto Mechanics. Instructional System Develop-ment Model for Vermont Area Vocational CenSpons Agency—Office of Education (DHEW), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Report No-VT-102-456 Bureau No-V0087VZ

Bureau No-V008/VZ. Note—213p; For related documents, see CE 006 274-276; Not available in hard copy due to marginal legibility of original EDRS Price MF-\$0.83 Plus Postage. HC Not

Unit Plan Identifiers—Vermont

The model curriculum guide was developed to teach automotive mechanics in secondary schools in Vermont. It is composed of a series of units re-lated to tasks identified as skills, concepts, and values, which are stated in behavioral terms, supported by suggested learning activities, reinforced by teacher resource needs and suggested evalua-tion criteria or methods. A teacher planning document is provided for each unit, including ob jectives, lesson or unit plan, and suggested bibliography of material resources. Unit topics in-clude: safety orientation, preventive maintenance, tires and wheels, exhaust systems, suspension systems, body-electrical, charging system, starting system, engine tune-up, State inspection, brake system, steering system, fuel system, cooling system, engine overhaul, clutch system, transmissions, drive lines, differential, automotive accessonis, business management, and human rela-tions. Related sheets and shop job sheets accom-pany the units. A bibliography and lists of au-diovisual and other reference materials are appended as is information about criterion testing and teaching and evaluation methods. (JN)

ED 117 564 Di Taranto, Thomas CE 006 281

Auto Body. An Adaptive and Developmental Program for Special Needs Students. Teachers'

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-460 Pub Date Oct 75

Note-44p.; For related documents, see CE 006 265, CE 006 269, and CE 006 272

Available from—Vocational Technical Curricu-lum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brun-swick, New Jersey 08903 (\$2.00) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Auto Body Repairmen, Classroom Techniques, *Curriculum Guides, Employment Qualifications, *Learning Activities, School Shops, *Secondary Education, Shop Curricu-lum, *Special Education, Teaching Guides, Vo-cational Development, Vocational Education

cational bevelopment, vocational reducation.

The guide for a high school level auto body program provides learning activities for the special needs student. The program was developed taking into consideration the abilities of the stutaking into consideration the abilities of the stu-dents so that learning activities are within the grasp of the student, successful achievement is possible, and students are developed to a level where they can meet the working standards of the trade and become employable. Eighteen units are presented each including performance objectives, basic content, and suggested activities for shop practice and the classroom. Also presented are a student progress chart and student voca-tional inventory. (LJ)

ED 117 565 CE 006 282 Career Education Resource Guide for Chemistry. Louisiana State Dept. of Education, Baton Rouge

Report No-VT-102-461 Pub Date 74

МΙ

Note-78p.; For related documents, see CE 006 283,291 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Career Education, *Career Opportunities, Career Planning, *Chemistry, Instructional Materials, *Learning Activities, Occupational Information, *Resource Guides, Science Curriculum, Secondary Education Identifiers-Louisiana

The activities comprising the career education resource guide explore careers in chemistry or chemistry-related fields with limited treatment given to other science-related occupations. Units providing a general framework of chemical principles and related activities alternate with the capies and related activities atternate with the career units. The career concepts most applicable to each unit are given with the unit. The Acquisition of Career-Entry Skills, Stage 5 of the Louisiana State Plan for Career Education, is emphasized. Information and experience built into the curriculum and into the career education activities are intended to help the student acquire these career-entry skills. A list of these skills is given for each unit. Making up one-third of the document, the appendix lists chemistry textbooks adopted for use in Louisiana schools; a reference e; instructional materials; lists of careers in, or related to, science and technology; an occupa-tional study outline; and a list of information sources. (Author/NJ)

ED 117 566 CE 006 283 Career Education Resource Guide for Physics.
(Tentative.)

Louisiana State Dept. of Education, Baton Rouge

Report No-Bull-1352; VT-102-462

Pub Date 74

Note—26p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors-*Career Education, *Career Opportunities, Career Planning, Curriculum, Hobbies, *Learning Activities, Occupational Information, *Physics, *Resource Guides, Science Cur-

riculum, Secondary Education Identifiers-Louisiana

The career education resource guide integrates The career education resource guide integrates learning activities in basic physics with an exploration of careers in physics or related fields. The guide is keyed to the physics textbooks and laboratory manuals adopted by the Louisiana State Department of Education in 1973. The field of physics is divided into six subject areas: (1) the description of motion, (2) mechanics, (3) thermodynamics, (4) waves, (5) electricity and magnetism, and (6) modern physics. For each subject area, a subject guide, suggested objectives, and career exploration activities are given. The subject guide attempts to keep the curricu-lum material in perspective. The suggested objectives are referenced, where possible, to experiments in the laboratory manuals on the State adopted list. The career exploration activities center on careers and hobbies that are related to that particular area of physics. An introductory career activity unit precedes that six subject areas and a culminating career activity unit follows. The appendixes include a classified list of physics-related hobbies and careers. (Author/NJ)

ED 117 567 CE 006 284 Career Education Resource Guide for Biology. Working Draft.

Louisiana State Dept. of Education, Baton Rouge

Report No-VT-102-463 Pub Date 74

Note-41p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Biology, *Career Education, Career Exploration, Career Opportunities, *Learning Activities, *Occupational Informa-tion, *Resource Guides, Science Curriculum, Secondary Education

Identifiers-Louisiana The resource guide integrates learning activities in biological science with an exploration of careers in biology or related fields. The materials are divided into seven units: tools of the scientist, basis for life, diversity (protists, plants, animals), structure and function, continuity (reproduction, development, and genetics), evolution, and ecological concepts. Each unit is discussed by subdividing the information or ideas into categories of: (1) content outline, (2) suggested curriculum activities, and (3) career information (occupational clusters, carrog-activities and (occupational clusters, career activities and careers related to biology). Career activities may or may not relate to the specific subject matter with which it appears. The content outline suggests a possible sequence for covering materials while the activity column suggest exercises that could effectively be used with each unit or sub unit. A list of State adopted biology textbooks (categorized by learning level) and a career bibliography for grades 10-12 conclude the document. (Author/NJ)

ED 117 568 CE 006 285 Career Education Guide for Earth Science 7-9. (Tentative.)

Louisiana State Dept. of Education, Baton Rouge

No-Bull-1351; VT-102-464

Pub Date 74 Note—42p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, Career Opportunities, *Earth Science, *Junior High Schools, *Learning Activities, Occupational Clusters, Occupational Information, *Resource Guides, Science Curriculum

Identifiers—Louisiana The resource guide consists of learning activities in earth science for students at the level of junior high school. The subject matter is divided into three major topics--astronomy, the earth, and earth's weather-which are subdivided into major divisions. The major divisions are provided with suggested learning activities. Career-related activities, referenced to the occupational categories to which they apply, are also included, also included is a listing of careers related to earth science areas. A check list is provided in the career evaluation guide from which any job can be constrained.

be appraised in terms of the more important considerations in evaluating a potential area. Appended is a listing of books, periodicals, films and other aids which have been categorized as curriculum or career-related references. Also within the appendix is a listing of all the materials on the Louisiana State adopted list of textual materials. (Author/NJ)

ED 117 569 Career Oriented Curriculum Guide for Vocational Agriculture/Agribusiness.
Louisiana State Dept. of Education, Baton

Report No-Bull-1304; VT-102-465

Note-160p.; For related documents, see Ce 006

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage Descriptors-*Agribusiness, Agricultural Machin-Behavioral Objectives, *Curriculum Guides, Forestry, Learning Activities, Livestock, Ornamental Horticulture, *Seconda-ry Education, Soil Conservation, *Vocational Agriculture, Vocational Development

Identifiers-Louisiana

The curriculum guide consists of three courses of study in vocational agriculture at three different levels: (1) farmer training, (2) off-farm agriculture, and (3) pre-college preparation for professional careers in agriculture. The basic programs of study in agriculture 1 and 2 emphasize agricultural sciences, leadership, and exploratory work in farming and off-farm agricultural careers. The units of study are composed of goals, performance objectives, suggested activities and in-structional materials, and references. The course of study for agriculture 3 and agribusiness 4 offers more specialized and advanced training. The major topics are: farm machinery sales and service, farm supplies and equipment, livestock and poultry, crops, forestry, and soil conservation, ornamental horticulture, wildlife and recreation, farm services, and agricultural service. These major topics are further subdivided into units consisting of goals, performance objectives, suggested activities and instructional materials, and references. (NJ)

ED 117 570 CE 006 287

Nuschler, Alexandra And Others General Mathematics; Part 1. Mathematics Curriculum Guide (Career Oriented).

Louisiana State Dept. of Education, Baton Rouge.

Report No-Bull-1270; VT-102-466

Pub Date May 74

Note—63p.; For related documents, see CF 006 282-291: The table of contents is incomplete EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Arithmetic, Behavioral Objectives, *Career Education, Continuous Progress Plan, *Curriculum Guides, Geometry, Learning Activities, *Mathematics, Mathematics Curriculum, Measurement, *Secondary Education, tivities. Statistics

Identifiers-Louisiana

The curriculum guide for secondary level, career-oriented General Mathematics Part 1, correlates performance objectives in basic mathematics with career-oriented concepts and activi-ties. The material is designed to lead the student ties. The material is designed to lead the student in a systematic development that provides for continuous progress. The guide is in outline format, providing a curriculum outline, performance objectives, and related (career-oriented) concepts, objectives, and learning activities. The guide encompasses the main topic areas of developmental arithmetic, introduction to algebra, geometry, measurement, introduction to statistics and envisionent topics. (N) statistics, and enrichment topics. (NJ)

CE 006 288 Nuschler, Alexandra And Others
General mathematics: Part 2. Mathematics Cur-

riculum Guide (Career Oriented). Louisiana State Dept. of Education, Baton Rouge.

Nepot No-Bull-1281; VT-102-467 Pub Date May 74 Note-91p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—Algebra, Arithmetic, Behavioral Objectives, *Career Education, *Continuous Progress Plan, *Curriculum Guides, Geometry, Learning Activities, *Mathematics, Mathematics Curriculum, Practical Mathematics, Relevance (Education), *Secondary Education Identifiers-Louisiana

The curriculum guide for secondary level, career-oriented General Mathematics Part 2, correlates performance objectives in basic mathematics with career-oriented concepts and activities. The material is designed to lead the student in a systematic development that provides for continuous progress. The guide is in outline forcontinuous progress. Ine guide is in outline for-mat, providing a curriculum outline, performance objectives, and related (career-oriented) con-cepts, objectives, and learning activities. The guide encompasses the topic headings of refresher arithmetic and algebra; informal geometry; mathematics related to shop, construction, nursing, homemaking, sports, and mathematics for electricians. (NJ) and travel;

ED 117 572 CE 006 289 Ohmer, Merlin M. And Others Algebra II. Mathematics Curriculum Guide

(Career Oriented). Louisiana State Dept. of Education, Baton Rouge. Report No-Bull-1283; VT-102-468

Note—59p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Algebra, Behavioral Objectives, *Career Education, *Curriculum Guides, Learning Activities, Mathematical Applications, Mathematics Curriculum, *Secondary Educa-

Identifiers-Louisiana

The curriculum guide for Albegra 2 correlates algebraic concepts with career-oriented concepts and activities. The curriculum outline format gives the concepts to be taught, matched with re-lated career-oriented performance objectives, concepts, and suggested instructional activities in concepts, and suggested instructional activities in facing page layouts. The suggested curriculum outline is compatible with all books on the approved textbook lists for Louisiana. The outline is divided into the following major headings: review of sets and the real number system; equations and inequalities; complex number system; relations, functions, and conic sections; exponential and another interest in the section of logarithmic functions; sequence, series, and the binomial theorem; permutations, combinations, and probability; and introductory trigonometry.

ED 117 573 CE 006 290

Nuschler, Alexandra And Others Geometry. Mathematics Curriculum Guide (Career Oriented).
Louisiana State Dept. of Education, Baton

Louisana Rouge.
Rouge.
Report No—Bull-1280; VT-102-469
Pub Date May 74
Note—55p.; For related documents, see CE 006
282-291

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Behavioral Objectives, *Career
Education, *Curriculum Guides, *Geometry, Learning Activities, Mathematical Applications,

Mathematics Curriculum, *Secondary Educa-Identifiers-Louisiana

The curriculum guide correlates concepts in geometry with career-oriented concepts and acconcepts to be taught, matched with related career-oriented performance objectives, concepts, and suggested instructional activities in facing page layouts. The suggested curriculum outline is compatible with all books on the approved text-book list for Louisiana. The outline is divided into the major sections of elements of geometry, introduction to proof, lines and planes, congruence, polygons and polygonal regions, circles, similarity, trigonometry, plane coordinate geometry, and solid figures. (NJ)

ED 117 574 CE 006 291

Nuschler, Alexandra And Others
Business Mathematics, Mathematics Curriculum Guide (Career Oriented). Louisiana State Dept. of Education, Baton Rouge

Report No-Bull-1279; VT-102-470

Pub Date May 74 Note—42p.; For related documents, see CE 006 282-290

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Behavioral Objectives, *Business Descriptors—Behavioral Objectives, *Business Subjects, *Career Education, *Curriculum Guides, Learning Activities, Mathematics Curriculum, *Practical Mathematics. *Secondary Education Identifiers-Louisiana

The curriculum guide correlates concepts in business mathematics with career-oriented con-cepts and activities. The curriculum outline format gives the concepts to be taught, matched

with related career-oriented performance objectives, concepts, and suggested instructional activities in facing page layouts. The outline is divided the major sections of fundamental arithmetic, consumer mathematics, retailing, mathematics of finance and investment, taxes a insurance, and business graphs and records. (NJ)

Consumer Education Curriculum Guide for Ho Economics Teachers in Louisiana. Bulletin No.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Home Economics Education.; Southeastern Louisiana Univ.. Hammond.: Education.; Southern Univ. and Agricultural and Mechanical Coll., Baton Rouge, La.
Spons Agency—Louisiana State Dept. of Educa-

tion, Baton Rouge. Div. of Vocational Education.

Report No-Bull-1171

Pub Date 70 Note-443p.

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage

Descriptors—Bibliographies, *Consumer Educa-tion, *Curriculum Guides, Family Life Education, *Home Economics Education, Learning Activities, Money Management, *Resource Guides, *Secondary Education, Unit Plan

Identifiers-Louisiana

Developed for home economics teachers in Louisiana, the curriculum guide presents materials for developing a program in consumer educa-tion for grades 8-12. Material is arranged under tion for grades 8-12. Material is arranged under three levels: (1) Beginning Level, with units covering grades 8 and 9; (2) Intermediate Level, with units covering grades 10 and 11; (3) Ad-vanced Level, with units covering grade 12 and Home and Family Living courses. Each unit in-cludes a conceptual diagram of the major ideas to be emphasized, an overview, general objectives, subject matter content or generalizations, learning opportunities and resources, evaluation procedures, a bibliography, and an appendix, which contains a variety of material, including ex-amples of evaluation devices, suggested learning activities and related materials, and a glossary of terms. It is stated that the guide has been planned for students from a variety of socioeconomic backgrounds and cultures, with differing interests, needs, and abilities. (LH)

ED 117 576 CE 006 347 Demonstration Training Program for Improving the Capacity of Primary Care Units to Function Within an HMO Setting. Final Report. Detroit Medical Foundation, Mich.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date Nov 75

Note-249p. EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage Descriptors—Delivery Systems, Demonstration Programs, Educational Needs, Educational Programs, *Health Occupations Education, *Health Personnel, *Health Services, Physiricatin Personnel, "neatin Services, rnysi-cians, Program Content, "Program Descrip-tion, Program Development, Program Evalua-tion, Program Planning, "Staff Improvement lentifiers—"Health Maintenance Organization,

tion, Frogram Identifiers "Health Maintenance Organical HMO, PCU, Primary Care Unit The Demonstration Training Program (DTP) undertaken by the Detroit Medical Foundation undertaken by the Detroit Medical Foundation of Primary Care Unit staffs area. (PCUs) or Physician Corporations (PCs), area health center providers under contract to the Michigan Health Maintenance Organization Michigan Health Maintenance Organization Plans, Inc. (MHMOP). The major goals of the program were to design an appropriate curriculum for the staff of PCU centers (physicians and other health professionals), develop training methodology for implementing it, produce a training manual outlining the procedures for pro-gram implementation in other HMOs, and increase PCU staff cohesiveness and levels of knowledge about HMO systems. The report is divided into four major parts. Part 1 describes: MHMOP (with 28,000 enrollees and 19 health centers) the DMF, and the planning, implementa-tion, and evaluation phases of the DTP. Part 2 is the Individual Practice Association model HMO Training Program Manual which was developed during the training process. Part 3 is a process and impact evaluation of the entire project prepared by a sub-contractor to DMF which in-dicates that the basic project objectives were ac-complished. Part 4 contains appended material including major supportive materials used to design and implement the DTP and a list of ee participants. (Author/MS)

ED 117 577 CE 006 361

Faris, Ron The Passio and the Struggle for Control of Adult Educa-tional Broadcasting in Canada 1919-52.

Pub Date Jun 75

Note-202p. Available from-Books Canada Inc., 35 East Tupper Street, Buffalo, New York 14203 (\$13.50)

Document Not Available from EDRS

Document Not Avaisable from EDRS
Descriptors—Adult Education, *Adult Education
Programs, Change Agents, *Educational History, Educational Objectives, *Educational
Radio, Foreign Countries, *National Organizations, Political Attitudes, Program Descriptions, Social Attitudes, *Social History, Socioeconomic Influences, Voluntary Agencies Identifiers—CAAE, Canada, *Canadian Associa-

tion for Adult Education

The Canadian Association for Adult Education (CAAE) is examined during the three historic phases of prewar depression, wartime, and postwar recovery. Social movement groups of a rural and populist nature and traditional voluntary associations encompassing an urban and elitist point of view joined to form the CAAE in 1935, and their conflicting attitudes regarding the role of the Association are traced. External conflicts are discussed, including the changing socio-economic environment of the 1940's; the working relationship between the CAAE, the Canadian Broadcasting Company, and the Canadian Federation of Agriculture regarding broadcasting; and political criticism from the news media. The "National Farm Radio Forum" and "Citizens" Forum" reached sparsely populated rural Canada, and both programs are described and discussed. Noted figures in the development of the CAAE, CBC, and the Canadian educational and political scene of the day and their roles are examined, including E. A. (Ned) Corbett, James Muir, W. H. Brittain, and J. R. Kidd. Nine chapters present the material, with the 1943 CAAE Manifesto appended and chapter notes and an index provided.

ED 117 578 95 CE 006 586 Abstracts of Instructional and Research Materials in Vocational and Technical Education. Annual Index: 1975. Volume 8, Numbers 1 Through 6. Ohio State Univ., Columbus. Center for Voca-tional and Technical Education. Agency-Bureau of Occupational and

Adult Education (DHEW/OE), Washington, D.C. Pub Date 75

Note-413p.

Available from-AIM/ARM, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Annual, calendar-year subscription, \$34.00;

Six issues plus index)
EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage

Descriptors—Abstracts, *Educational Research, *Indexes (Locaters), *Instructional Materials, *Technical Education, *Vocational Education The publication is presented with the purpose of providing educators easy access to current materials relevant to vocational-technical instruction and research. The document cumulates the indexes that appeared in the six bi-monthly issues of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM). Volume 8. numbers 1 through 6. This cumulation is intended to be a companion volume to the individual issues of AIM/ARM, which contain the complete resumes of documents. Two indexes are provided in this volume: subject and author. Both indexes show the title of the document, the VT number, and page of AIM/ARM on which the abstract appears. The alphabetical subject index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The terms conform to those presented in the Thesaurus of ERIC Descriptors. The author index is arranged in alphabetical order by the person's last name and/or the institution's full name. (Author/BP)

95 ED 117 579 CE 006 684 Voluntarios Educationales: Un Manual para Coordinatores de Programas de Voluntarios.

Recruitment Leadership and Training Inst., Philadelphia, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C. Pub Date Jun 75

Note-156p.; The document is also available in glish as CE 005 950

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors-Coordinators, Elementary Schools, *Guides, Organization, Organizational Development, Organizations (Groups), Paraprofessional School Personnel, Program Coordination, Program Costs, *Program Development, Program Guides, Program Planning, *School Aides, Secondary Schools, Student Volunteers, *Voluntary Agencies, *Volunteers, Volunteers Training

The coordinator's handbook provides a basic outline for establishing or improving volunteer programs; it is primarily directed toward assisting fledgling programs. The handbook defines a school volunteer program as an organization of persons who work in schools under the professional personnel's direction, strengthing the school program or offering special skills to enrich students' educational experience, or, outside the school, providing homework assistance or other special educational aid as needed. Responsibility for program organization rests with the person willing to establish working arrangements with the central school administration and participating school staffs to get the initial project underway. Chapter topics include: (1) funding sources and proposal preparation, (2) organizing and developing a volunteer program, (3) administering a volunteer program, (4) recruiting volunteers, (5) interviewing, selecting, and assigning volunteers, (6) volunteer orientation and training, (7) orientation and training of professional personnel, (8) using students as volunteers, (9) career education implications for volunteers, (10) maintaining volunteer morale, and (11) evaluating volunteer programs. Selected references are offered for the reader's further information. The handbook incorporates materials from eight organizations or volunteer programs, and is a revised and updated version of Washington Technical Institute's popular "ABC's: A Handbook for Educational Volunteers."

Educational

for

(Author/AJ)

MΙ

CG

CG 007 837 ED 117 580

Havens, Robert 1.

A School Counselor Education Program for Persons Without Teaching Experience. A Project Report.

Wisconsin Univ., Madison. Dept. of Counseling and Guidance.

Spons Agency—Office of Education (DHEW),

Washington, D.C.
Pub Date Dec 72
Grant—OEG-0-9-590570-2036(721); OEG-0-70-2033(721)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Counselor Characteristics, Counselor Evaluation, *Counselor Performance, *Counselor Qualifications, *Counselor Training, Helping Relationship, *Internship Programs, Program Descriptions, *Teaching Experience

The purposes of this school counselor preparation program were twofold: (1) to recruit, train, and certify as school counselors in Wisconsin individuals with strong behavioral science undergraduate training and experience in related helping professions; and (2) to ascertain if school selors without teaching experience could be as effective as school counselors with teaching experience. This report includes a description of two-year counselor education program, as well as program evaluation methods and procedures. Data generated indicate that there are no performance differences between interns from this program and control counselors, as perceived by student clients, teachers, administrators, and other pupil personnel specialists. While the data are tentative because the largest group of persons trained through the internship (15) has yet to perform independently as school counselors, the results of the project and study tend to shed more light on the ability of persons without teaching experience to perform as school counselors. (Author/SL)

ED 117 581 CG 007 869

Edie, Cecil A.

The Use of Three Variations of Anxiety Management Training in the Treatment of Generalized

Pub Date [71]

Note-21p.

Available from-Cecil A. Edie, Ph.D., 5857 Union Street, Arvada, Colorado 80004 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Change, Descriptors—*Anxiety,
*Behavior Problems, *Behavior Theories, Behavior *Desensitization, Neurosis, Rating Scales, Research Projects, Therapy, *Training Identifiers—AMT, *Anxiety Management Train-ing, Anxiety Symptom Check List, Manifest Anxiety Scale

management training developed by Suinn and Richardson, is a shortterm treatment procedure for alleviating a variety of manifestations of anxiety. It is based on the theory that anxiety or fear responses themselves can become discriminative stimuli and that clients can be conditioned to respond to those stimuli with antagonistic responses of relaxation and feelings of competence which remove the anxiety through reciprocal inhibition. This study investigated the efficacy of three variations of AMT-physiological cues only, physiological cues plus scenes, and scenes only. Subjects were college students who were seeking help for "freefloating" anxiety problems. Questionnaire data were obtained on the Manifest Anxiety Scale (MAS) and the Anxiety Symptom Check List (ASCL). Post-treatment interview data were also obtained. Data were analyzed by separate analysis of variance designs. In addition to comparing AMT groups to each other, data from a waiting list control group and a no-problem, no-treatment control group were obtained and compared to the treatment group data. The results indicated that all three variations of AMT were effective in alleviating "free-floating" anxiety. (Author)

CG 008 437

Vontress, Clemmont E. Racial and Ethnic Barriers in Counseling. Pub Date 27 Aug 73

Note-37p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Quebec, August 1973)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-*Counseling, *Cultural Differences,

*Bisadvantaged Groups, Ethnic Groups, *Minority Groups, Psychological Characteristics, *Racial Factors, Social Environment, State of the Art Reviews, Testing There are numerous problems involved in

counseling minority group members. Rapport is difficult to establish because of the racial and/or cultural attitudes client and counselor have toward one another; consequently the client often finds his own goals in opposition to those of counseling. The existing cultural gap also leads to different patterns of transference and counter transference; the client expects punishment and rejection from the counselor, while the latter might either be excessively sympathetic and indulgent with minority clients or convey "the great white father syndrome" to his clients. Language is another important factor which hinders effective communications between counselors and clients coming from different cultural backgrounds. Finally, the psychological charac-teristics of self-hatred, machismo, unwillingness to self-disclose, and modesty are other barriers to successful counseling. Many specific tests are not recommended for use with minority groups that have been culturally isolated and do not speak English fluently. Counselors should thoroughly understand all aspects of minority group cultures and should be careful in recommendations that aim to help their clients. (SE)

CG 010 282 ED 117 583 Zussman, John U.

Demographic Factors Influencing Parental
Discipline Techniques.

Spons Agency—Harvard Univ., Cambridge, Mass.

Pub Date [Aug 75] Note—12p.; Paper presented at the Annual Meet-ing of the American Psychological Association

(83rd, Chicago, Illinois, August 30-September 2, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Poscriptors—Children. *Demography,

Descriptors—Children, *Demography, *Discipline, Family (Sociological Unit), Interviews, Parent Child Relationship, *Power Structure, Research Projects, *Sex Differences, Socioeconomic Status

Forty-four 5th graders and their mothers were interviewed about parental discipline practices toward the child. Responses were coded as indicating parental use of power assertion, love-withdrawal, or teaching (induction). Mother-child agreement and the interrelationships among the discipline types are discussed. Sex of child, measures of SES, and family size were significant pre-dictors of parental discipline. Boys received more power assertion and love-withdrawal, and less teaching than did girls. Indicators of social status (parent education, parent occupation) related negatively to use of power assertion. Larger family size was associated with increased use of power assertion and decreased use of teaching among boys, but among girls the relationships were reversed. Processes by which these demographic variables influence parents are proposed. (Author)

ED 117 584 CG 010 283 Scholarships, Loans, and Rewards Offered by the 50 States, District of Columbia, and Puerto Rico. Student Aid Bulletin, Vol. 27, No. 1,

Pub Date 75 Note-58p.

vailable from—Chronicle Guidance Publica-tions, Inc., Moravia, New York 13118 (Order No. 502.BS, HC \$2.00)

Document Not Available from EDRS

Descriptors—*Directories, *Financial Support,
Guides, Higher Education, Resource Guides, Scholarship Loans, *Scholarships, *State Programs, Student Financial Aid, *Student Loan

The purpose of this bulletin is to list current sources of financial aid available from the states to students seeking assistance in furthering their education beyond the high school level. The scholarships are arranged according to the states in which they are available. It's suggested that in-terested students read carefully each item, and that they do not apply for a scholarship or loan unless they meet qualifications for that program.

Unless otherwise noted, all copy in this edition has been examined and approved by the sponsor-ing agency since January 1, 1975. (Author)

ED 117 585 CG 010 284 Scholarships, Loans, and Awards Offered by Independent and AFL-CIO Affiliated Labor Unions. Student Aid Bulletin, Vol. 27, No. 2, 1975-76.

Note-6p.
Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13188 (Order
No. 502 BL, HC \$2.00)
Document Not Available from EDRS

Directories. *Financial** Support,

Descriptors— *Directories, *Financial Support, Guides, Higher Education, *Labor Unions, Resource Guides, Scholarship Loans, *Scholar-ships, Student Financial Aid, *Student Loan Programs

Labor unions and their affiliated locals pledge vast amounts of money annually to aid union members and children of members to acquire education beyond high school. Awards range from \$100 stipends to scholarships worth \$8,000 for the four college years. The listing of unionsponsored scholarships is in two major divisions: the programs of (1) national and international unions awarded on a national basis; and (2) state listings of council, district, and local union awards. The programs of national and interna-tional unions are generally for sons and daughters of union members, but on a national basis. The state listings are generally open to sons and daughters of members of union locals; some are open to any high school student in the county or state: and others are unrestricted, but specify, for example, that one will enter study to become a nurse, teacher, or journalist. Unless otherwise noted, all copy in this edition has been approved by the sponsoring organizations since January 1, 1975. (Author)

ED 117 586 CG 010 285 Student Aid Annual 1975/1976.

Pub Date 75

Note-240p.

Note—240p.

Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118 (Order
No. 502A, HC \$7.50)

Document Not Available from EDRS

Descriptors—Awards, Directories, *Financial
Support, Graduate Study, Higher Education,
*Organizations (Groups), Resource Guides,
*Scholarship Loans, Student Financial Aid,
*Student Loan Programs Undergraduate Study
*Student Loan Programs Undergraduate Study *Student Loan Programs, Undergraduate Study The Student Aid Annual contains information on financial aid programs offered nationally or on intancial and programs offered inationary or regionally, primarily by noncollegiate organiza-tions, public and private. The scope of these financial assistance programs extends from the in-coming freshman through baccalaureate, gradu-ate, and postdoctoral students. Program range

from essay awards, loans, scholarships, grants, and work-study programs to postdoctoral fellowships. This diversity enables students to find programs suitable to their particular eligibility qualifications and educational goals. The guide is divided into three parts: Undergraduate Scholarship; and a Subject Index for all scholarships and sources. The guide is alphabetically arranged. (Author/NG)

CG 010 287

Landau, Samuel B. The Influence of Performance on Bargaining and Distribution of Rewards. Pub Date 75

Note-18p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975); Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Behavior Patterns, Children, *Interaction, *Performance Factors, *Rewards, *Self Evaluation, Social Exchange Theory, Speeches

Performance variables were manipulated to elicit differential outcomes of success and failure for dyad members in an attempt to investigate resultant bargaining and distribution of rewards Seventy, 10-12-year old children (36 female, 34 males) were placed into dyads controlling for age, sex, I.Q., and friendship choices. Self-allocations were made (1) prior to an interaction, (2) after interactions involving an information

exchange, and (3) as a result of a mutual decision process. The results indicated that successful performers gave themselves greater rewards than unsuccessful performers gave themselves; however, these responses reflected equality decisions. Prior to an interaction, unsuccessful performers gave themselves greater rewards than after an information exchange interaction condition. After this interaction, unsuccessful performers followed equity behavior, giving themselves smaller rewards. The mutual decision led to equal rewards for all regardless of performance. Content category analyses of the bargaining sessions revealed differences for performance factors, specifically that successful performers primarily discussed equality statements while unsuccessful performers emphasized equity and agreement with other statements. (Author)

ED 117 588

CG 010 288

Wiener, Seymour And Others The Effects of Physical Attractiveness on Attributions of Causality for Success and Failure.

Pub Date May 75

Note—17p.; Paper presented at the Annual Meet-ing of the Midwestern Psychological Associa-tion (46th, Chicago, Illinois, May 2-4, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bias, College Students, Peer Acceptance, *Performance, *Photographs, *Physical Characteristics, Rating Scales, Research Projects, *Sex Differences, *Stereotypes, Task Performance

Identifiers-*Attribution Theory

Based on research indicating the existence of a generalized positive stereotype of physically attractive individuals, the present study was designed to investigate the effects of an individual's attractiveness on attributions about his achievement-related behavior. In the context of an accuracy-of-person perception task, 162 male and female subjects were shown a photograph of either a male or female physically attractive or unattractive stimulus person. Subjects were told that the stimulus person had either succeeded or failed on an examination, and were asked to attribute the stimulus person's success or failure to four attributional categories (i.e., task difficulty, luck, ability, and effort). The results indicated that physical attractiveness affected causal attributions, especially for those who were unattractive. Unattractive individuals were seen as having very high ability and expending much ef-fort when successful, but very low ability and effort expended when they failed. This finding was especially pronounced for female, as compared to male subjects. A number of such sex-related findings are discussed as well as the implication of these findings for other attribution-type studies. (Author)

Koch, Christopher G. And Others
Social Facilitation: Effects of Audience and

Manipulated Feedback on Performance.

Pub Date [75]

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Anxiety, College Students, *Feedback, Males, *Motivation, *Performance Factors, *Psychological Patterns, Research Projects, Social Influences, *Social Relations, Task

Performance

Quality of performance feedback provided an individual may have pronounced impact on his motivation level and be at least partly responsible for social facilitation results. Male students (N=118) performed a dart-throwing task in the presence or absence of a three-person evaluative audience. After each of seven trials they received consistently positive, average, or negative per-formance feedback. Results showed a social facilitation effect of audience presence and initially facilitated performance under average feed-back, but no interactions. Post-performance mood questionnaires suggest that separate mechanisms could mediate performance under each of the three feedback conditions. (Author)

ED 117 590 Education and Treatment in Human Sexuality: The Training of Health Professionals. Report of a WHO Meeting. World Health Organization Technical Report Series 572. World Health Organization, Geneva (Switzer-

Pub Date 75 Note-33p.

Available from—Q Corporation, 49 Sheridan Avenue, Albany, New York 12210 (HC 6 Swiss Francs, \$2.40) Document Not Available from EDRS

Descriptors—Conference Reports, Counselor Training, *Educational Needs, Health Educa-tion, *Health Personnel, *Professional Train-*Sex Education, *Sexuality

This report emphasizes that the purpose of sex-ual health care should be the enhancement of life and personal relationships, and that awareness of and education about the sexual aspects of health need to be promoted among all community wor-kers. There is a great need for (1) basic informa-tion about the biological and psychological aspects of sexuality dysfunction and disease; (2) sitive attitudes towards sexuality; (3) personnel with understanding of and an objective outlook on sexuality and sexual problems; and (4) training programs and referral services relevant to sexual health needs. The report urges the establishment of regional or national resource centers in sexology to coordinate and improve efforts in training and research, and to provide reference services. Teaching aids should be based on and relevant to the culture of the particular country or region concerned. Research and epidemiological surveys on local knowledge, attitudes, and practices regarding sexuality should be en-couraged. This report stresses that programs should become more interdisciplinary and should give more attention to normal sexual development and behavior rather than, as formerly, gross pathological conditions and the forensic aspects.
(Author/SE)

ED 117 591 CG 010 292

Linder, Steven

The Humanistic Interviewer.
Humanistic Educational Research Publications. Commack, N.Y.

Pub Date 75

Note-92p.; Not available in hard copy due to reproducibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Affective Behavior, *Communica-tion Skills, Expository Writing, Guides, *Hu-manism, *Information Seeking, *Interviews, *Questioning Techniques, Questionnaires, Sur-

This report describes the nature and function of humanistic interviewing in the exchange of information. This interviewing process recognized the human side of the transfer of information in-volving insight, growth, and further understanding. The report examines the purposes and types of interviews, questionnaire construction, the in-terviewing session, and the interview plan. Guidesheets for content and style development within questionnaires and sample questionnaires are provided. (SJL)

ED 117 592 CG 010 293

Kaplan, Alexandra G. Niss, Martha L.
Educated American Mothers Abroad: Resolving
Parent/Work Role Conflicts. Pub Date 75

Note—12p.; Paper presented at the Annual Meet-ing of the Psychological Association (82nd, New Orleans, Louisiana, August 1974); Not available in hard copy due to reproducibility of

original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement.

tional Adjustment, Family Attitudes, Individual Power, Interviews, *Mothers, Psychological Characteristics, *Role Conflict, *Working

women Identifiers—*Living Abroad Twenty-five well-educated American mothers living abroad were interviewed to assess the rela-tionship of their various home/career patterns to their overall emotional adjustment. The primary areas investigated as to their impact on adjust-ment levels included whether or not the women were working, whether or not they were satisfied with their working or nonworking status, and the nature and extent of support they received from husbands, domestic help, and governmental agen cies. Findings from open-ended, semistructured interviews suggested that satisfaction with one's home/career patterns was prerequisite to healthy emotional adjustment. All the women rated poorly adjusted (N=10) were not working, and were highly dissatisfied with this state of affairs (International Casualties). Those rated well-adjusted were either working and happy to be doing so (Happily Working Mothers, N=9) or not working, but by conscious choice (Satisfied Mothers, N=6). The extent to which the husband actively participated in family life, the amount of household help, and the presence of supplementary income were not as critical to women's satisfaction as was the freedom to ac-tively structure their lives in a fashion consistent with their sense of self. (Author)

ED 117 593

CG 010 294

Greenberg, Robert M.
Educational Plans and Career Choices of High School College Preparatory Seniors in Indiana. Indiana College-Level Manpower Study, Report

Indiana State Commission for Higher Education, Indianapolis.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Oct 75

Note—66p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

*Assiration *Career Choice, *Col-Descriptors—"Aspiration, "Career Choice, "College Bound Students, "College Preparation, Educational Planning, Educational Research, Secondary Education, Secondary School Students, Education, Secondary School Students, Secondary School dents, *Seniors, Surveys Identifiers-Indiana

This report is part of the Indiana College-Level Manpower Study and provides statistical informa-tion concerning future college enrollments and manpower supply. The survey data of this report deal with the educational and occupational plans of Indiana high school seniors who had pursued college preparatory programs at the secondary education level. The report deals primarily with the 17,464 seniors who classified themselves as college preparatory. For purposes of comparison, the responses of non-college preparatory seniors are included. The data of this report are meant to be informational; of potential value to administra-tors, educational planners, parents, teachers, counselors and students. The survey question-naire used in this study is included in the report.

ED 117 594 CG 010 295 ools Commission: Report for the Triennium 1976-1978. A Look at Recent Documents of Educational Significance, Document 15.

Queensland Dept. of Education, Brisbane (Australia).

Pub Date Aug 75

Note-8p.

МΙ

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Annual Reports, Attitudes, *Committees, *Educational Equality, *Educational Improvement, Elementary Secondary Education, Foreign Countries, *School Community Relationship, *Social Differences Identifiers—*Australia (Queensland)

This commission report consists of the recom mendations made for Australian schools regard-ing equality, open attitudes, and the school com-munity. The School's Commission places an emphasis on more equal outcomes from schooling. Particular stress is laid on social group disparities and attempts to mitigate them, and on social changes and their effects on desired educational outcomes. It is asserted that the adaptation of educational arrangements to the needs of chilof educational arrangements to the needs of canidren in relation to desired outcomes from schooling is more effectively achieved with active community involvement. The commission recommends that the school or learning community be allowed maximum freedom to address itself to its consequence and the control of the contro own problems and act on its own best judgement in allaying them. The commission also encourages more open attitudes to educational questions, or ganization, and structures. The report challanges the traditional balance of allocation of resources between primary, junior secondary and senior secondary levels. The report includes descriptions of the commission's multiprogram approach to its supplementary funding of state school systems.

ED 117 595 CG 010 296 Achievement Place: A Model for Delinquency Treatment. National Institute of Mental Health Research Report 1.

National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and Delinquency

Report No-DHEW-ADM-74-83

Pub Date 74

Note—7p.; Reprint of 1973 Edition
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 017-024-00370-1, HC

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adolescents, *Behavior Change, *Community Programs, *Delinquency, *Delinquency, *Delinquent Rehabilitation, Delinquents, Models, Program Descriptions, Rehabilitation Programs, *Residential Programs Identifiers—Kansas (Lawrence)

This short report provides a brief description of a research project presenting an alternative approach to delinquency treatment. Achievement Place is a family-sized residential treatment home Place is a family-sized residential treatment home for predelinquent and delinquent youngsters. Six to eight boys, aged 12-16, live in a renovated house located in their own community. A specially trained couple, serving as teaching-parents, help to provide a family milieu in which they teach the boys new social, self-help, and academic behaviors through the use of a token reinforcement system. The report outlines the project goals, reinforcement system, training of teaching-parents, community controls, and community savings operating within the Achievement Place program. (SJL)

ED 117 596

McGinley, Hugh

Demand Characteristics in Classical Verbal Condi-tioning and Attitude Conditioning Studies. Pub Date 75

Note-48p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postag

EDRS Price MF-\$0.83 HC-\$2.00 rlus rusings Descriptors—*Attitudes, *Classical Conditioning, *Contingency Management, Experimental Psychology, *Learning Processes, Paired As-sociate Learning, Patterned Responses, *Contingency, *Learning Psychology, *Learning Patterned Sociate Learning, Patterned Research Projects, *Verbal Learning Research Projects Research Projects

Psychological Association Symposium on the conditioning of verbal behavior and attitudes. The author presents the results of several studies he conducted in the classical conditioning of mean-ing and attitude. These studies attempt to control measurement effects created by extraneous variables operating on the generalized Staats procedure. Especially at issue is the elimination of the effects of contingency awareness and of demand characteristics in "conditioning of meaning" studies. A problem remaining is determining if contingency awareness is a necessary condition not only for the special case of classical conditional of meaning but for observable of the special case of classical conditions of meaning but for observable of the special case of classical conditions of meaning but for observable or other conditions of meaning but for observable or other conditions of meaning but for observable or other conditions of meaning but for other conditions of meaning the conditions of the condition conditioning of meaning but for classical condi-tioning in general. The author presents a tentative conclusion that the results from Staats' "condi-tioning of meaning" procedure are not due en-tirely to demand characteristic effects. (SJL)

ED 117 597

Brennan, Tim And Others
The Incidence and Nature of Runaway Behavior. Final Report.

Behavioral Research and Evaluation Corp. Boulder, Colo.

Spons Agency—Department of Health, Educa-tion, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 30 May 75

Note-613p. EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage

Descriptors—*Behavior Patterns, Family Rela-tionship, *Incidence, Psychological Patterns, Questionnaires, Research Projects, *Socially Deviant Behavior, *Sociocultural Patterns, Youth Problems

Identifiers-*Runaways

This extensive report presents the recommendations and findings of a study designed to indicate procedures and instruments for a national study of the incidence of runaway. Reported data are from an urban-suburban area and a rural area in Colorado. The report makes specific recommendations concerning the feasibility of using a national probability sample for the purpose of estimating the incidence of running away. Several smaller studies conducted in several carefully selected localities are recommended for collecting detailed information about runaway episodes, runaways and their families. The report also presents incidence estimates, an analysis of user satisfaction with sources of assistance, descriptions of types of runaways and runaway behavior, and global comparisons between runaways and nonrunaways. The social-psychological theories relating to runaway behavior are examined, and the methodology and results of the pilot study are described in detail. (SJL)

ED 117 598

CG 010 300

Abelson, Herbert I. Atkinson, Ronald B.
Public Experience with Psychoactive Substances:
A Nationwide Study Among Adults and Youth.
Part 1, Main Findings.

Response Analysis Corp., Princeton, N.J.

washington, D.C. Social Research Group.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Rockville, Md.
Pub Date Aug 75
Note—212p.; Some pages may reproduce poorly
EDRS Price MF-50.83 HC-\$11.37 Plus Postage
Descriptors—*Attitudes, Behavior, *Drug Abuse,
Marihuana, Narcotics, *National Surveys,
Research Projects, *Sociocultural Patterns,
*Section of the Projects of the Project of the Poor of t

*Statistical Data, Stimulants

This is a study of beliefs, attitudes, and behavior with regard to a wide range of legal and illegal drugs. Included are data about coffee, tea, tobacco, and illicit drugs such as marihuana and heroin. The report covers the current situation and highlights trends from two prior studies on drug abuse conducted for the National Commis sion on Marihuana and Drug Abuse. The present survey adds considerable new information reflect-ing current interests and issues. The report in-cludes summary information of recipient ex-perience with the drugs; user patterns and characteristics medical users of expectations and characteristics; medical usage of psychotherapeu-tic drugs; findings on other substances such as tea, coffee, cigarettes, and alcohol; and beliefs and attitudes related to drugs. There are also ex-tensive appendices. Findings of the survey include the fact that the public has more experience with marihuana than with any other psychoactive drugs studied, with the next highest being overthe counter psychotherapeutic drugs. There are strong age relationships connected with the use of ana, social use of illicit drugs is the most common pattern, nearly half the adult population report some experience with prescribed psychotherapeutic drugs, and, finally, virtually no change has been reported in adult cigarette consumption over the past several years whereas a marked increase for young people has been posted (MG). noted. (NG)

ED 117 599 CG 010 303 Burzynski, Peter R.

The Others-Concept and Adult Behavior in Small Groups. Pub Date [72]

Note-9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-S0.83 HC-S1.67 Plus Postage Descriptors.—*Adults, *Developmental Psycholo-gy, Group Dynamics, Individual Characteristics, *Interpersonal Competence, Maturation, *Per-sonality Assessment, Research Projects, *Social Development, Task Performance Identifiers.—*Others Concept In other studies to be reported in this symposi-um, the others-concept is seen to be a psycholog-ical construct of emerging importance for un-ical construct of emerging importance.

ical construct of emerging importance for understanding children's behavior. It would appear, however, to have relevance for all age groups. Thus this researcher sought to investigate thus this researcher sought to investigate whether or not the relationships which had been previously found between children's others-concepts and their group behavior could be demonstrated in an adult population. An adult form of the PHT (the PHT-A) was developed and given to university students. High and low scoring subjects were asked to work in small groups on a task appropriate for college students. The group sessions were tape recorded, and these recordings were coded blindly and analyzed statistically, along the lines of the Barnett and Zuker studies with children. Significant behavioral differences were found between subjects who had high others-concept and subjects who had low othersconcepts. The study therefore demonstrated that the others-concept is a theoretical construct which is applicable to adults as well as to chil-dren. In so doing, the value of the others-concept

a construct for working with children was enhanced. (Author)

CG 010 304 Finley, Murray H. Krey, Robert D.

A Model for Implementing Career Education Within an Existing Curriculum. Pub Date [75]

Note-15p.; Paper presented at the Annual Meet-ing of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-30.83 HC-\$1.67 Plus rostage Descriptors—*Career Education, Childhood At-titudes, Curriculum Design, *Curriculum Development, Elementary Secondary Educa-tion, *Models, Pilot Projects, Program Evalua-tion, *Skill Development, *Work Attitudes A model was developed for implementing career education into an existing curriculum and is comnosed of four essential elements based on a

is composed of four essential elements based on a perceived need: needs assessment, participation facilitation, curriculum design and implementation process. Each element of the model is totally dependent on the completion of the component comprising each preceding element. The model was applied in the Cooperative Educational Service Agency No. 1 which is composed of 14 school systems in six counties in northwestern Wisconsin. The model, as applied to two pilot school systems, was intended to serve as a guide for other school systems. Through application the model was found to be viable in implementing career education into an existing curriculum. Development of attitudes and communications skills is essential to the participation of parents, teachers, and students in creating the curricular design. Needs must be identified and satisfied in the implementation process. Evaluation and followup should provide necessary feedback to insure an acceptable level of implementation. It is recommended that others test the model for usefulness and possible improvement. Further application should support its practicality for urban as well as for rural settings. (Author)

CG 010 305

Carrico, Kenneth L. Use of Self-Control Procedures in the Counselor Education Program at Michigan State Universi-

Pub Date 24 Mar 75

Note-10p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975) EDRS Price MF-80.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.85 RC-\$1.007
Descriptors—Audiovisual Aids, *Autoinstructional Aids, Behavioral Objectives, Behavior Functions, *Counselor Functions, Change, Courselor Functions, *Counselor Training, *Curriculum, *Higher Education, Program Descriptions, *Self Control, Student Centered Curriculum Identifiers—*Self Management

This paper, describes a curriculum that attempts

This paper describes a curriculum that attempts to provide counselor trainees with the necessary abilities to improve their counseling after they leave the learning environment and enter the world of work. These efforts come through training in self-control techniques during a counselor education masters program. A first course exposes trainees to behavior modification techniques and sets a self-modification task. This techniques and sets a self-modification task. This course is followed by one in which the self-management techniques are applied to the Modification of problem behaviors related to the trainees' ability to interview. Videotape and role-playing techniques are employed. Trainees are then encouraged to use the self-management techniques in practicum. There is also a brief description of the inclusion of self-modification training in the Ph D. program. The techniques are training in the Ph.D. program. The techniques appear to be of significant help. (NG)

CG 010 306 ED 117 602 Promising Guidance Practices in Texas, 1974-75. Texas Education Agency, Austin. Div. of Guidance Services.

Pub Date [75]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Career Education, *Counseling Services, *Elementary Secondary Education, Evaluation, *Guidance Programs, Junior High Schools, *Methods, *Program Descriptions, Schools, *Methods Program Evaluation

In 1974, the Texas Education Agency Division of Guidance Services established as one of its objectives the identification of a cross section of promising guidance practices. The idea for such a project came from the fact that agency guidance ultants often discovered exemplary practices by accident. Sometimes these were small, innove tive projects carried out by a zealous individual or a few staff members in one school, and some times they were systemwide programs. The Division of Guidance Services decided there should be a systematic attempt to find such practices and give them additional recognition. This publication is the result of that attempt. Its purpose is to highlight 30 selected examples of innovative approaches to guidance and to serve as an exam-ple to other educators who look for ways to increase their guidance services to students. Projects selected are categorized into six groups: Ele-mentary Schools, Middle Schools, High Schools, All Levels, Schools Without Counselors, and Schools with Guidance Associates. The last sec-tion lists 69 additional schools with effective guidance practices. (NG)

ED 117 603 CG 010 307 Ford Foundation Assistance to Puerto Ricans.

Ford Foundation, New York, N.Y.

Pub Date [75] Note-25p.

Available from-Office of Reports, Ford Foundation, 320 East 43rd Street, New York, New York 10017

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Disadvantaged Groups, Economic Disadvantagement, Educational Disadvantagement, Ethnic Groups, *Foundation Programs, *Improvement, Legal Aid Projects, *Program Descriptions, Puerto Rican Culture, *Puerto

This publication is one of a series of reports on activities supported by the Ford Foundation. It deals with the foundation's assistance to Puerto Ricans living on the island and on mainland United States. The report opens with descriptions of the social and economic disadvantagement of Puerto Ricans, then specifies efforts made to expand educational opportunities (both on the island and mainland), preserve Puerto Rican his-tory and culture, attack poverty, and protect the legal rights of mainland Puerto Ricans. The report also includes details of several programs aimed more generally at helping minority groups including Puerto Ricans. The report details the particular funds spent, and achievements in all the above areas. (NG)

McConkie, Mark L., Ed. Morton, Joann B., Ed.
Selected Readings from SCMTC (Southeast Correctional Management Training Council)

Georgia Univ., Athens. Southeastern Correctional Management Training Council. Pub Date Apr 75

Note—94p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Guides. *Cor-

Descriptors—*Administrator Guides, *Correctional Rehabilitation, *Corrective Institutions, Disadvantaged Groups, Guides, Institu-tionalized (Persons), Law Enforcement, *Prisoners, *Social Factors, Volunteers

This selection of readings is designed to assist correctional managers with their particular concerns such as planning, organizing, understanding the client, and utilizing volunteers. The first arti-cle deals generally with the functions and problems of the innovator and planner, without dealing specifically with the correctional setting. The second addresses such issues as the philosophies underlying correctional systems, types of reform needed, relations of the facility to the community and state-local institutions. The third attempts to analyze organizations in general and correctional facilities in particular. It also addresses the problems of quality of personnel, goals, and means. The next attempts, by describ ing the situation of the poor and disadvantaged, to give correctional personnel sensitivity to the viewpoint of those usually placed in corrective custory. The last article warns that inmates should be protected from inequities in the system, and examines some of the societal elements which often lead the poor and underprivileged toward criminal behavior. (NG)

CG 010 310

Lacher, Maury Lacher, Miriam R. Sex Differences in Self-Evaluation of Academ Achievement and Ability. Pub Date May 75

ED 117 605

Note—8p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicage, Illinois, May 2-4, 1955 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Ability Identification, Academic Achievement, *Achievement, *Expectation,

*Performance, Personality Assessment. Research Projects, *Self Evaluation, *Sex Dif-

Extending the work of Crandall (1969), this study tested the hypotheses of sex differences in interpretation of past academic performance and expectations of future achievement. Subjects were 225 freshman women and 194 freshman men (93 percent of the freshmen class) at a highly selective midwestern liberal arts college: inging selective industrial noticed and college, they did not differ in past academic performance (high school rank), later college performance (grade point average), or ability (SAT-Verbal). The students indicated whether their high school grades accurately represented, underrepresented, or overrepresented their abilities. Results confirmed predictions and supported Crandall's (1969) findings that women students underestimate future performance on intellective and academic tasks while men tend to overestimate it. Women tended to report grades as overrepresenting their ability, men as underrepresenting their ability. Men were also more likely than women to expect at least a "B" average in college and honors at graduation. For both sexes, students who saw their high school grades as underrepresenting their abilities had significantly lower college grades than those who saw grades as overrepresenting abilities. (Author)

Dowdle, Michael D. Baker, Elaine

Perceiving the Good Samaritan: Effects of the Behavior of Others on Attributions of Altruism. Pub Date 3 May 75

Note—32p.; Paper presented at the Annual Meet-ing of the Midwestern Psychological Associa-tion (46th, Chicago, Illinois, May 2-4, 1975) Available from—Michael D. Dowdle, Department of Psychology, Michigan State University, East Lansing, Michigan 48824 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Altruism, *Behavior Patterns, Laboratory Experiments, *Psychological Pat-terns, Psychological Studies, *Reactive Behavior, Research Projects, Social Attitudes, *Social Influences

Subjects judged the behavior of a target person who had helped or not helped a person in distress while the target person was either alone or with confederates who also had helped or not helped. In addition, subjects were told that either (1) 80 percent of all persons tested had helped, (2) 20 percent had helped, or (3) nothing about the per-centage that helped. The data revealed that subjects' judgements were a function of the social desirability of the observed behavior when the target person had participated in the altruism target person had participated in the altrusm situation alone. However, when the target person had participated with confederates persent, sub-jects' judgments were a function of the similari-ty/dissimilarity between the target person's behavior and the confederates' behavior rather than the social desirability of the behavior per se. Providing subjects with information about base rates of altruistic behavior had only minimal serrates of altruistic behavior had only minimal effects on their judgments. (Author)

ED 117 607 CG 010 312 Colleges Classified: A Guide for Counselors, Parents, and Students. 1975-1977. Pub Date 75

Note—60p.
Available from—Chronicle Guidance Publica tions, Inc., Moravia, New York 13118 (HC

\$2.00, Order Number 502 CL.)

Document Not Available from EDRS

Descriptors—*Classification, *Colleges, Community Colleges, *Guides, Higher Education, Ju-nior Colleges, *Student Enrollment, *Tuition,

This guide provides information for students parents, and counselors concerning institutions of higher education. Two- and four-year colleges and universities are classified according to the type of student body, enrollment patterns, and tuition and fees assessments for 1975. This revised edition comprises separate sections for colleges and universities in the United States, American Samoa, Guam, Puerto Rico, Trust Territories of the Pacific, and the Virgin Islands. Institutions omitted from this quide are: (1) upperdivision institutions; (2) graduate and professional schools; (3) military and service academies; and (4) schools limited to preparation for ordination to religious service. (SJL)

[Information and Research Utilization Center in Physical Education and Recreation for the Hanapped] Listing of Materials.

American Alliance for Health, Physical Educa-tion, and Recreation, Washington, D.C. Information and Research Utilization Center

Pub Date [75] Note-7p.; Not available in hard copy due to size

of print EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Bibliographies, Educational Resources, Handicapped, *Mentally Handicapped, *Physicall Education, *Physically Handicapped, *Recreation, Reference Materi-

This bibliography is a source of information for physical education and recreation for the handicapped. The document is a listing of all materials that have been developed and distributed through the Information and Research Utilization Center from 1972 through 1975, and relevant materials sent to resource contacts and/or ERIC. Program reports, instructional guides, bibliographic resources, and various articles and books about numerous aspects of physical education and recreation for impaired, disabled, and han-dicapped person are cited. The addresses of distributors and the prices for some of the materials are included in the citations. (SJL)

CG 010 314

Terborg, James R. And Others
A Longitudinal Field Investigation of the Impact
of Group Composition on Group Performance

Spons Agency-Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Pub Date 1751

Note-23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Associa-tion (46th, Chicago, Illinois, May 2-4, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Ability Grouping, *Attitudes, Field Studies, *Group Behavior, *Group Unity, Higher Education, Longitudinal Studies, *Per-formance Factors, Psychological Studies, Task Performance

Identifiers-*Cohesion

In a longitudinal field experiment, 42 groups were assembled on the factors of individual ability and attitude similarity resulting in a 2 x 2 crossed ANOVA design. These groups then worked on six projects which spanned a threemonth time period. For each project, measures of group performance and group cohesion were taken. Analyses showed that high ability groups exhibited the best performance whereas attitudinally similar groups expressed the greatest cohesiveness. In addition, correlational data sug-gest that the effect of attitude similarity on cohension is not immediate, but develops over time, and that across the six projects, per-formance can be both positively and negatively related to cohension. (Author)

ED 117 610

MΙ

CG 010 315

Barnett, David W.

Influence of the Others-Concept on Children's Group Behavior. Pub Date [75]

Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Behavior Patterns, *Children, Edu-cational Research, *Group Behavior, Individual Characteristics, *Interpersonal Relationship, Characteristics, "Interpersonal Relationship,
 *Psychological Patterns, Social Relations,
 Speeches, Teamwork

Identifiers—*Others Concept

This paper summarizes and integrates the findings from three separate studies, all of which had as their major objective the investigation of nad as their major objective the investigation of differences in small group behavior between children who have relatively high others-concepts and children who have relatively low others-concepts, as measured by the Paired Hands Test. Group sessions of four children each were taped the children worked on tasks such as sembling a jigsaw puzzle or building something with Tinkertoys. The recordings were then coded blindly and analyzed statistically. All three studies showed a tendency for children who have high others-concepts to be more cooperative and friendly in small groups than children with low others-concepts. Some of the factors which were explored in these studies were sex of children, teachers' judgements of their socioeconomic status and intelligence, and variations in the group task. The data from all three studies demonstrate that the others-concept is predictive of group trends and therefore a significant theoretical construct for helping school psychologists to understand children's behavior. (Author/CJ)

ED 117 611

CG 010 316

Covne, James C. ocial Interaction Involving Depressed Persons. Pub Date [74]

Pub Date 179,
Note—9p.; Occasional light print
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Behavior Patterns, *Emoti *Emotional

*Interpersonal *Psychological Patterns, Psychological Studies, Research Projects, *Response Mode, Social

Identifiers-*Depression

This paper discusses a study undertaken to examine the reaction of others to the behavior of depressed persons. The general hypotheses of the study are that (1) normal subjects respond dif-ferentially to the behavior of depressed patients; (2) this differential response is due to the fact that the target individuals are depressed, and not that they are patients; and (3) this pattern can be related to the symtomology of depression. More specifically, it was hypothesized that depressed persons induce depression and hostility in others, and consequently are rejected socially. The ex-periment involved a single telephone conversation between paired women. One women of each pair was a college student, the other was either a depressed outpatient of a mental health center, a nondepressed outpatient, or a control group member. These conversations were then rated on various dimensions and a measure of postconversation mood was completed by each participant. The results are supportive of the hypotheses, and are discussed in terms of their implications. (SJL)

ED 117 612

CG 010 317

Centko, Thomas J. And Others Suggested Guidelines for Establishing Vocationally

Oriented Programs for Special Education.

Northern Michigan Univ., Marquette.

Spons Agency—Michigan State Dept. of Education, Lansing. Div. of Vocational Education. Pub Date [71]

Note—43p.; Occasional light print EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Cooperative Planning, Elementary Secondary Education, *Guidelines, Han-dicapped Students, *Program Development, Program Proposals, *Special Education, *Vocational Education

This monograph is an outgrowth of an in-ser-vice workshop for vocational educators, special educators and administrators. The workshop staff developed it with the intent of providing guidelines for educators in the design of vocational education programs for special education students. Specific suggestions concerning program development, identification of work and jobs, cooperation among agencies and personnel, evaluative functions, proposal preparation, and obtaining funds are given. (SJL.)

ED 117 613

CG 010 318

Glennen, Robert E

Ethical and Legal Responsibilities of Counselors. Pub Date [Nov 74] Note-7p.; Paper presented at the Annual Meet-

Note—/p.; Paper presented at the Annual Meeting of the Nevada Personnel and Guidance Association (19th, Stateline, Nevada, November 13-15, 1974) Some lines may not reproduce clearly becuase of quality of original document EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Confidentiality, Counselor Per-formance, *Counselors, *Ethics, *Guidelines, *Legal Responsibility, Literature Reviews, Standards

Standards
In the aftermath of the Watergate scandal, each profession is reviewing its ethical practices. This paper assists in this renewal by citing the code of ethical standards of APGA; reviewing the laws of the State of Nevada regarding privileged communications; and covering the legal aspects which relate to counseling situations. (Author)

ED 117 614

CG 010 319

Banaghan, William F.
Vocational Guidance Personnel.

Area 5 Vocational Planning Committee, Pleasant Hill. Calif.

Pub Date 74

Note—10p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Classification, Educational Guidance, Guidance, Employment Qualifications, *Guidance Personnel, Guidance Services, *Occupational Guidance, Performance Criteria, *Specialists, *Vocational Education This paper addresses the need for having a spe-

cialist in vocational guidance who knows what needs to be done to implement and improve vocational guidance services. The person who fills the role of vocational guidance specialist must be aware of the potential roles that each group within the educational system can play in foster-ing needed guidance services, and must serve as a ing needed guidance services, and must serve as a catalyst for bringing these resources together into a viable program. To do this, the author posits that the specialist must have an in-depth and practical understanding of the educational system, the world of work, the individual and the process of vocational development, and procedures for bringing people together in a common effort. For purposes of providing insight into the breadth and level of this person's understand-ing, the author provides a comprehensive description of relevant competencies. (SJL)

ED 117 615

CG 010 320

Riggs, Ronald C. Guide to Training Parents as Behavior Modifiers.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavior Change, *Change Agents, *Change Strategies, Conditioning, *Guidelines, Parent Child Relationship,

*Parent Education, Reinforcement
A guide to training parents as behavior modifiers is presented. Providing the parents with a summary of behavior modification principles is suggested. Having the parents select behaviors

and gather base rates prior to the interview is discussed. Specific interview topics and questions are presented. The statement of a precise behavioral objective is stressed, as is the rehearsal of the change strategy. Assessment is reviewed with reference to the behavioral change, the parents, and the change agent. Common mistakes leading to the failure of the change strategy are listed. Finally, termination and generalization of parent behaviors are discussed. (Author)

Carrico, Kenneth L. Riggs, Ronald C.
Positive Attentional Cues as Cognitive Factors in Desensitization.
Pub Date 1 May 75
Note—15p.; Paper presented at the Annual Meet-

Note—13p.; raper presented at the Administration of Behavioral Analysis (1st, Chicago, Illinois, May 1, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Attention Control, *Behavior

EDRS Price MF-\$0.83 HC-\$1.07
Descriptors—*Attention Control, *Behavior Processes, *Conditioning, Change, Cognitive Processes, *Conditioning, *Desensitization, *Fear, Psychological Studies The purpose of this study was to investigate the

function of positive attentional cues as cognitive factors in the modification of fear responses in a desensitization-like treatment procedure. Positive attentional cues are defined as positively-valenced descriptors of the feared stimulus. Two groups of two subjects each were assessed as to the intensi-ty of their fear responses (snake phobia) along behavioral and cognitive dimensions. After two relaxation sessions, the standard treatment and experimental groups received the same desen-sitization treatment with one exception: the suization treatment with one exception: the hierarchy of the experimental group was supple-mented with a positive attentional cue. The results indicated that while both groups improved on the behavioral measures, the experimental group's improvement was somewhat greater. Fol-low-up data indicated that the experimental group lost some of their initial gains while the control group continued to improve. The implica-tions of these findings are discussed. (Author)

CG 010 322

Durley, Gerald L. And Others
1972 Counselor Summarization and Evaluation Report.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency-Carnegie Corp. of New York, Pub Date 72

Note-78p.; For related document, see ED 084 936

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Conference Reports, *Cooperative Planning, *Counseling, *Counselor Role, Higher Education, *Interdisciplinary Approach, *Program Evaluation, Skill Development, Workshops The 1972 Summer Conference for Counselors

of the Institute for Services to Education, Thirteen College Curriculum Program was held at Newton College of the Sacred Heart, Newton, Massachusetts during the period of June 25 through July 14, 1972. The general theme throughout the entire conference was three-fold in the conference was three-fold. in nature: (1) to introduce and develop the con-cept of the interdisciplinary approach across academic and administrative lines at the college and university level; (2) to present a vast array of counseling techniques which would enhance counselor skills in working with students; and (3) to instill within each counselor the vital role that he or she must play if the total curriculum program is to be successful. These three elements were placed under the umbrella of over-all morale building for the status of the counselors in the college consortia program. (Author)

Durley, Gerald L., Ed. Rogers, Judith, Ed.
Hand Book for College Counselors in the Institute
for Services to Education Curriculum Development Program.

Institute for Services to Education, Inc., Washing-

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Sep 72

Note-67p.; For related document, see ED 084 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

EDRS Price MF-\$0.83 in Communication of the Programs, Communication of the Programs, *Counselor Consortia, *Counselor Role, *Demonstration Programs, *Counselor Role, *Demonstration Programs, *Guidelines, Higher Education, Objectives, *Program Descriptions,

Student Needs

This handbook orients counselors to the counseling needs engendered by the curriculum program of the Thirteen College Consortium. In ad-dition to providing an overview of the philosophy and objectives of the counseling program, the book describes the general and special services to book describes the general and special services to be provided by counselors. Also described are the techniques and processes of counseling for the Consortia Program, evaluation instruments and evaluation procedures, and a detailed model for a counseling program. Within the program framework, the counselor acts as a central unifying force by helping to meet both immediate and long-term student needs, by acting as an advocate of student views, by serving as a source of support and understanding for individual students, and by monitoring programs and student progress for the purposes of continued improvement. (SJL)

ED 117 619 CG 010 324

Gfeller-Varga, Dorlinda A. Long, Barbara H.
Correlates of Self-Concept of Elderly Women
Residing in Institutions.
Pub Date [73]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Behavioral Science Research, Correlation, *Females, *Institutionalized (Persons), Interviews, Measurement Instruments, Morale *Older Adults, Questionnaires, Religion, *Self Concept, Self Esteem

Identifiers—Philadelphia Geriatric Morale Scale, Rosenberg Self Esteem Scale

(aged Ninety-five females mean=80.88) were interviewed in a study to

determine correlates of self-regard, as measured by the Philadelphia Geriatric Morale Scale (PGMS) and the Rosenberg Self-Esteem Scale (RSE). The PGMS correlated with the RSE, implying that the two reflect a single construct. Both scales correlated with self-reported activity. Religious variables correlated better with the RSE, while self-estimates of health correlated better with the PGMS. The PGMS is preferrable as a measure of self-concept for this population because of its ease of administration. (Author)

ED 117 620 CG 010 325

Schaefer, Earl S. Finkelstein, Neal W. Child Behavior toward Parent: An Inventory and Factor Analysis.

Pub Date 31 Aug 75

Note—22p.; Paper presented at the Annual Meet-ing of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975); Some pages of the Inventory

tember 2, 1975; Some pages of the inventory are marginally legible EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Affection, *Behavior Patterns, *Children, Factor Analysis, Interaction, *Parent Child Relationship, *Perception, *Rat-ics Coulce Delichility

ing Scales, Reliability
Research on child influence upon parent
behavior motivated the development of a Parent Report of Child Behavior Toward the Parent Inventory. Internal consistency reliabilities of 31 five-item scales ranged from .69 to .95 with a median of .88. Varimax rotation of three principal component factors yielded dimensions of Control Acceptance years. Pageting and lode. Control, Acceptance versus Rejection, and Inde-pendence versus Dependence. Rotation of five factors differentiated the Acceptance scales into three factors labeled Affection, Considerateness and Helpfulness. Similar factors in children's perceptions of parent behavior are identified that will facilitate research on reciprocity in parent and child perceptions of parent-child interaction. (Author)

ED 117 621 CG 010 326

Corazzini, John G.
Training in Nontraditional Research. Student
Development Staff Papers, Vol. VI, No. !, 1975-

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date Aug 75

Note-18p.; Paper presented at the Annual Meet-ing of the American Psychological Association

ing of the American rsychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975); Occasional light print EDRS Price MF-50.63 MC-\$1.67 Plus Postage Descriptors—College Students, *Educational Programs, Evaluation, *Graduate Study, *Human Services, Literature Reviews, *Program Evaluations of the Program Evaluation of the Program Evalu tion, Program Improvement, Research Criteria,

*Research Problems, Speeches Identifiers—*Nontraditional Research

There is a growing need for program evaluation in the human services field. Along with this is a need to assess environments in order to plan effective programs. Graduate programs are doing little to prepare students for this task. Instead of training students how to do evaluation, graduate programs stubbornly adhere to the experimental research-scientist model. Research generates further research with little effect upon clinical practice. An alternate training paradigm based on the scientist-practitioner model is necessary. If evaluators are to be successful, they need a knowledge in program evaluation, environmental assessment, political processes, organizational theory, and research design. Evaluators also need interpersonal skills. Will graduate training meet the challenge of the 70's and train students in program evaluation and environmental assessment? (Author)

ED 117 622 95 CG 010 328

Schultz, Raymond A.

Selected Individual Difference Variables and Their Relationships to Student Perceptions of Socio-Psychological Climates. Technical Report No.

Wisconsin Univ., Madison. Research wisconsin Univ., Madison, Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Report No—WRDCCL-TR-353

Pub Date Aug 75 Contract—NE-C-00-3-0065

Note-132p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Developmental Psychology, Environmental Influences, "High School Students, "Individual Differences, "Locus of Control, Measurement Instruments, "Personality Assessment, "Psychoeducational Processes, Research Projects, Secondary Education Identifiers—Learning Environment Inventory, "Sociopsychological Climate The relationship of Locus of Control and Sensation Seeking to 267 high school students' perceptions of their Actual and Ideal sociopsychological climates as measured by the Learn-psychological climates as measured by the Learn-

ceptions of their Actual and Ideal socio-psychological climates as measured by the Learn-ing Environment Inventory (LEI) was ining Environment Inventory (LEI) was in-vestigated. A principal components analysis of the LEI responses yielded three substantive dimensions: pleasantness index, relationship in-idex, personal development index. Separate analy-sis of variance of the scores on the three components yielded significant Instruction and Locus of Control effects on the pleasantness index. No other significant effects were found. Results were discussed in terms of the structure of the per-ceived environment and the relevance of individual difference measures for socio-psychologi-cal climates. (Author)

ED 117 623 CG 010 329

ED 117 623 95 CG 010 329 Feldman, Robert S. Nonverbal Disclosure of Deception and Interpersonal Affect. Technical Report No. 343. Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Report No—WRDCCL-TR-343 Pub Date Age 7, 75

Pub Date Apr 75 Contract—NE-C-00-3-0065

Contract—NE-C-00-3-0005.
Note—32p.; Occasional light print
EDRS Price MF-50.83 HC-\$2.06 Plus Postage
Descriptors—*Affective Behavior, Behavior Rating Scales, Body Language, "Communication (Thought Transfer), "Interaction Process Analysis, "Nonverbal Communication, Personality Assessment, Research Projects, "Verbal Communication.

munication Identifiers—*Deception

The present study explored the effect of verbal dissembling on nonverbal behavior. Subjects were 146 females who were led to be either truthful or deceptive verbally to a confederate. The underlying affective state of the subjects and the public-ness of the interaction between subject and conness of the interaction between subject and con-federate were also varied experimentally. The nonverbal behavior of the subjects was analyzed using objective scoring by trained coders and by showing samples of subjects' behavior to naive judges who rated how pleased the subjects ap-peared. Results showed that nonverbal behavior tended to reflect whether a subject was dissem-bling or being truthful. In addition, when the bling or being truthful. In addition, when they were truthful, subjects revealed their underlying affective states. However, when lying, there was no difference in nonverbal behavior according to the affect felt for the confederate. The nonverbal behavior of the subjects also tended to differ according to whether they were interacting publicly or privately; in public, subjects appeared more pleased with the confederate than in private. (Author)

ED 117 624 CG 010 330

Rettig, Edward B.

ABC's (Antecedents-Behaviors-Consequences) for Parents: An Educational Workshop in Behavior Modification. Session Materials and Behavior Management Workbook.

Associates for Behavior Change, Van Nuys, Calif. Pub Date 73

Note—185p.; Sessions materials 147 pages, Workbook 38 pages Available from—Associates for Behavior Change,

Available from—Associates for Behavior Change, P.O. Box 7069, Van Nuys, California 91408

Document Not Available from EDRS

Descriptors— *Behavior Change, Manuals, *Parent Child Relationship, *Parent Education, Parent Workshops, *Program Guides, Rein-forcement, Workshops, *Drogram Guides, Rein-forcement, Workshops, *Program Guides, Rein-forcement, Workshops, *Program Guides, Rein-perture of the program of the seeks to apply the program of the pr

behavior modification techniques for changing their own as well as their children's behaviors, has two separate parts-a workshop and a work-book. The manual attempts to teach methods of effective parenting and behavior change through programmed instruction in "antecedents-behaviors-consequences." There are 9 sessions and 29 steps necessary to effect change, and the progression should be step-by-step. Sessions in-clude: (1) analyzing behavior; (2) observing and

tracking behavior; (3) developing an intervention; (4) strengthening and maintaining behaviors; (5) weakening and eliminating behaviors; (6) teaching and shaping new behaviors; (7) return teaching and snaping new benaviors; (7) returning to baseline conditions; (8) returning to the intervention; (9) developing future programs. The sessions, which open with some theoretical and historical background, specify the behavioral objectives and activities to obtain them. The workjectives and activities to obtain them. The work-book contains the necessary forms, graph paper and evaluation sheets needed to complete the steps outlined in the session materials. The authors include evaluation sheets that users are to fill out and return which will provide feedback to the program creators on its effectiveness and value. (NG)

ED 117 625 CG 010 331

Brownstone, Jane E. Dye, Carol J. ommunication Workshop for Parents of Adolescents (Leader's Guide and Parent's Review). Pub Date 73

Note—90p.; Leader's Guide 73 pages, Parent's Review 17 pages Available from—Research Press, 2612 North

Mattis, Champaign, Illinois 61820 Document Not Available from EDRS

Document Not Avanable from ELPRS
Descriptors—*Adolescents, *Communication
Skills, *Counseling Instructional Programs,
Guides, *Interpersonal Competence, Manus,
Parent Child Relationship, *Parent Counseling, Parent Workshops

This handbook describes the tasks, materials, rationale, and procedures for conducting a five-session Communication Workshop for Parents of Adolescents. It is designed for a variety of professionals, including psychologists, social workers, ministers, school counselors and others whose work with families has alerted them to the acute need for more effective communication between parents and their children. It includes a separate Parent's Review. This program was initially developed for parents whose adolescents were psychiatric patients. These parents were primarily from middle class social status, with adolescent children ranging in age from 13 to 16. Behavior problems (e.g. drugs, running away) were the predominant complaint, but some of the adolescents were also showing signs of serious depression, anxiety, and, in a few cases, psychosis. However, the content and format of the Communication Workshop have proven to be relevant not only in clinical settings, but for non-patient populations in the community-at-large as well. In establishing the Communication Workshop, applicable goals for the workshop were: (1) to give parents specific information on how to commuparents specific information on how to communicate more effectively, (2) to help parents begin analyzing their families' communication patterns, (3) to help parents identify their own style of communicating with their children, and (4) to start parents in practicing alternative methods where it seems warranted. (Author/NG)

CG 010 332 ED 117 626 Alvord, Jack R.

Home Token Economy: An Incentive Program for Children and Their Parents. Pub Date 73

-20p.; with contract sheet; fifth printing

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (ISBN 0-87822-106-9) Document Not Available from EDRS

Descriptors—Behavioral Objectives, *Behavior Change, Guides, Manuals, Parent Child Rela-Change, Guides, Manuais, Farent Child Reia-tionship, Parent Participation, *Parent Respon-sibility, *Program Guides, *Reinforcement This behavior modification program, for use by parents with their children, shows parents how to

parents with their children, shows parents how to use tokens to provide contingent reinforcement for increasing desirable behaviors. Withdrawal of tokens is used as punishment to extinguish behaviors deemed undesirable. The program includes an introduction for the professional, but is intended primarily for use by parents themselves rather than by professionals. It provides detailed instructions for all aspects of parent management. A separate contract sheet is included on which parents are to specify desirable and undesirable parents are to specify desirable and undesirable behaviors, and day-by-day records of the child's progress. (NG)

MI

CG 010 333

Citrin, Richard S. Dixon, David N.

Reality Orientation: A Milieu Therapy Used in an Institution for the Aged.

Pub Date Oct 75

Pub Date Oct 75
Note—17p.; Paper presented at the Annual Meeting of the Gerontological Society (28th, Louuisville, Kentucky, October 26-30, 1975)
EDRS Price MF-50.83 HC-\$1.67 Plus Postage
Descriptors—*Behavior Change, Geriatrics, *Institutionalized (Persons), *Milieu Therapy, Nursing Homes, *Older Adults, Personal Care Homes, Research Projects, Speeches, *Subprofessionals, Therapy

professionals, Therapy entifiers—*Reality Orientation

This study reports an experimentally designed evaluation of Reality Orientation. Twelve elderly residents were chosen for the experimental group and 13 residents were chosen for the no-treatment control group. Both classroom Reality Orientation and 24-hour Reality Orientation were introduced on the experimental floor. A pretestposttest control group design was used with two instruments serving as the dependent measures: a 25 item structured interview measuring the amount of basic information the resident had concerning orientation to environment and a 30item rating form completed by staff familiar with the resident's daily functioning. T-test com-parisons of means for dependent samples in-dicated a significant increase in orientation to environment on the structured interview and a nonsignificant increase in orientation on the rating form for the experimental group from pre-to posttest. The control group showed a nonsignificant decrease in orientation on both instruments. cant decrease in orientation on both instruments. Comparison of means indicated a significant post-test difference on the structured interview and a nonsignificant difference on the rating form between the experimental and control group. Reality Orientation led to greater orientation and noticeable behavior change in residents and gave the largely subprofessional staff of this nursing home a productive method for interacting with residents. (Author)

ED 117 628 CG 010 334

Grollman, Earl A.
Explaining Death to Children.
Pub Date [75]

Note-5p.; Paper presented at the Annual Meeting of the National Council of Family Relations (Salt Lake City, August 19-23, 1975); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Children, *Death, *Guidelines, Needs, Parent Attitudes, Parent Child Relationship, *Parent Responsibility Identifiers-*Grief

This essay deals with the necessity of explaining death to children, and offers guidelines as to how parents can do this. It points out that ignoring the child's need to confront the issue of death can only be harmful, depriving him of the oppor-tunity to share his grief. The author suggests that parents be honest with their child'ren about death, be receptive to the child's feelings and bewilder-ment, and encourage the child to verbalize his ment, and encourage the child to verbalize his fantasies and fears. (NG)

ED 117 629 CG 010 335

Dahl, Barbara B. And Others Second Generational Effects of War-Induced Separations: Comparing the Adjustment of Children in Reunited and Non-Reunited Fami-

Naval Health Research Center, San Diego, Calif. ons Agency—Department of the Army, Washington, D.C.; Department of the Navy, Washington, D.C.

Pub Date [75]

Pub Date [75] Note—17p.; Paper presented at the Annual Meet-ing of the National Council on Family Rela-tions (Salt Lake City, Utah, August 19-23, 1975); Some pages may reproduce poorly, Prepared at the Center for Prisoner of War

Available from-Director, Center for Prisoner of War Studies, Naval Health Research Center, San Diego California 92152

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage EDRS Price MF-S0.83 HC-S1.67 Plus Postage Descriptors—*Adjustment Problems, Armed Forces, *Children, *Fatherless Family, Longitu-dinal Studies, *Military Personnel, One Parent Family, Personal Adjustment, Research Pro-jects, Social Adjustment, *War Identifiers—*Separation (War Induced) The present study, based on data gathered after the first year of a longitudinal investigation, was designed to compare the second generational ef-

fects of long-term father absence on children whose fathers are classified as "missing in action" and children whose fathers were held prisoners during the Vietnam War but returned to their during the vietnam war our returned to their families. The study included 99 children of returned prisoners of war and 105 children of men who remain "missing in action." The investigators were concerned with examining whether the children whose fathers have not returned would have greater difficulty adjusting than the children whose fathers returned. All subjects were administered the California Test of Personality approximately 12 to 24 months after the return of American prisoners of war from Vietnam to determine their levels of personal and social adjustment. Scores are compared using a t-test for significant differences. Findings indicated that the groups differed in two areas of adjustment: one area of personal adjustment, manifestation of nervous symptoms, and one area of social adjustment, community relations; in both cases the children whose fathers did not return were indicating poorer adjustment. (Author)

ED 117 630 CG 010 336

Anderson, Margaret A. Counseling the No-Longer Married Woman. Pub Date Apr 75

Pub Date Apr 75
Note—6p.; Paper presented at the Annual Meeting of the National Association for Women Deans, Administrators, and Counselors (59th, Philadelphia, Pennsylvania, April 2-5, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Adult Students, College Attendance, Counseling Services, *Counselor Functions, *Divorce, *Females, Higher Education, *Market Interhitis, *Siende Students Students

tion, *Marital Instability, *Single Students, Spe-

cial Services, Speeches Throughout continuing higher education there has been a surge of concern for the returning student (housewife), but the returning student (divorcee) is usually left without needed supportive services to nurture her return to the main-stream. The newly-single female is a crisisstrengthened and weakened mutation, unable to strengthened and weakened industriet, inside to return to her former self and needing help in shaping her new identity. Many see college education as the process through which to gain renewal. To counsel creatively it is necessary to recognize that the divorcee is in a unique position to barter past limitations for new goals. (Author)

CG 010 337

Warehime, Robert G.
Facilitating Personal Growth in Marriage Via
Psychodramatic Methods. Pub Date Sep 75

Note-14p.; Paper presented at the Annual Meet-ing of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Conflict Resolution, Guidelines, Interpersonal Competence, *Interpersonal Relationship, *Marriage Counseling, *Methods, *Personal Growth, Psychotherapy, Speeches

This paper describes a psychotherapeutic approach using psychodramatic procedures for training in handling of marital conflict. In this approach, persons are taught how to confront directly and deal actively with marital conflict situations. The author makes some theoretical assertions and then describes the psychodramatic procedures employed and the methods of conflict resolution taught through these procedures. The approach attempts to relate individual dynamics to the interpersonal context of the marital relationship. The therapist's function is to facilitate the marital partners' recognition of their needs, feelings, and expectations, and to help them express these fully to their partners. The general aims of the approach are to help each partner find ways to have his needs met without interfering with the satisfactions of the other, and find ways to help satisfy each other's needs. The author also presents guidelines for assessing the effectiveness of the protagonists in relating to each other. (Author/SJL)

ED 117 632 CG 010 338

Schiemann, William A.
Satisfaction-Rewards-Performance: Review of the

Satisfaction-Rewards-Performance: Review of the Literature, and a Causal Analysis. Pub Date May 75 Note—30p., Paper presented at the Annual Meet-ing of the Midwestern Psychological Associa-tion (46th, Chicago, Illinois, May 2-4, 1975)

Available from—William A. Schiemann, Dept. of Psychology, University of Illinois, Champaign, Illinois 61820

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Interpersonal Competence, *Job Satisfaction, Literature Reviews, Morale, Motivation, Performance Factors, *Psychologi-cal Studies, *Rewards, Speeches, *Task Per-

A longitudinal study was carried out to explore the causal relationship among satisfaction, per-formance, and several reward types. The major findings support "interpersonal rewards" as a further link of satisfaction and performance; the results failed to support either the human relations model (satisfaction causing performance) or the reverse relationship. (Author)

ED 117 633

CG 010 339

Alpert, Judith Richardson, Mary S. Conflict, Outcome, and Perception of Women's

Pub Date [75]

Note-19p.; Paper presented at the Annual Meet-ing of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Females, *Graduate Students, Pro-jective Tests, *Psychological Patterns, Psychological Studies, *Role Conflict, *Role Perception
Identifiers—*Thematic Apperception Test
The study was designed to investigate percep-

tion of conflict and outcome across women roles. A variation of the Thematic Apperception Test was used. Female graduate students (N=93) wrote stories to three pictorial cues. Each cue depicted women in a role: girl-friend/wife role, worker role, mother role. The 279 protocols (93 ss X 3 cues = 279) were coded blindly for existence of conflict and evaluation of outcome. Interrater reliability was 96 percent. Cochran's Q analyses indicate that more stories with conflict were told to the girl-friend/wife role and more stories with negative outcomes were told to the mother role cue. The results suggest that educated adult women perceive the worker role as the least problematic. Further, chi-square analyses indicate that the perceptions are independent of respondent's age, marital, or maternal status. (Author)

ED 117 634

CG 010 340

Frandson, Phillip E. Continuing Education of the Professions: Issues, Ethics, and Conflicts.

Pub Date 8 Jul 75

Note-14p.; Paper presented at a Meeting of the National Association of State Universities and Land Grant Colleges (Kansas City, Missouri,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Accountability, *Certification,

Descriptors—*Accountability, *Certification, *Ethics, Higher Education, *Professional Continuing Education, *Professional Education, Speeches, State of the Art Reviews

This paper addresses the issues concerning the moral and ethical picture of responsibility and control of relicensure in the professions. The author examines the historical framework of professionalism, outlines the philosphical, legal, and ethical issues, and stresses the need for accountability and continuing education. While the professional associations should set the standards for continuing education, it is recommended that the universities be responsible for planning and developing continuing education programs. author advocates a structural arrangement within the institution whereby responsibility is shared by the professional school and the continuing educa-tion/extension division. Finally, the paper discusses the advantages of this dual-responsibility approach in continuing education of the professions. (SJL.)

ED 117 635

CG 010 341

Kirschner, Neil

A Behaviorally-Oriented Approach to Facilitate Marital Satisfaction.

Pub Date 75

Note-7p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavioral Counseling, *Behavior Change, Interaction, *Marriage Counseling, *Methods, *Positive Reinforcement, Psychotherapy, Role Playing, Speeches

A behaviorally oriented approach to facilitate marital satisfactions is presented in this paper. The underlying rationale of the approach is presented and discussed. Furthermore, the author describes the use of the following intervention techniques: change facilitating propaganda, specification of the behaviors desired to be facilitated, reciprocity contracting, charting, behavior rehearsal, and modeling. (Author)

ED 117 636

CG 010 342

Stern, Lewis R. Applications of Video in Counseling and Coun-selor Training: An Annotated Reference Source. Pub Date 75

Note—zop.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, *Counseling, *Counselor Training, Educational Resources, *Instructional Media, Reference Materials, *Video Tape Recordings

This means describe and avoising bow, the

This manual describes and explains how the video medium, an immediate feedback recording device of sound and sight, may be and has been employed in psychotherapy and therapist-training to its greatest potential. It contains an introduc-tion to the field, a guide to the form and use of the reference list, a brief glossary of Video Counseling terminology, and an annotated reference list of over 300 articles and texts dated from 1947 through the beginning of 1975. Reference citations are accompanied by a marginal guide to volume and abstract numbers of the Psychologi-cal Abstracts or ERIC Index. (Author)

ED 117 637 CG 010 343

Bernstein, Douglas A. Borkovec, Thomas D. Progressive Relaxation Training: A Manual for the Helping Professions. Pub Date 73

Note—66p.; with phonodisc; third printing; foreword by Leonard P. Ullmann

Available from—Research Press, 2612 North

Mattis Avenue, Champaign, Illinois 61820 (ISBN 0-87822-104-2)

Document Not Available from EDRS
Descriptors—Anxiety, *Conditioned Response, Emotional Response, Guidelines, *Methods, *Progressive Relaxation, Psychological Pat-terns, *Psychotherapy, *Training Techniques This manual sets forth in detail the therapist

behaviors necessary for effective application of this relaxation training technique. The materials presented are designed to provide therapists in many disciplines with the skills they need to train their clients in relaxation. A background to relaxation training is presented, and the basic procedures of progressive relaxation are discussed. Also provided is an outline of those situations in which relaxation training has been beneficial and those situations in which it has proved less useful. The authors emphasize that progressive relaxation training should be part of a joint effort by therapist and client which takes place within the context of a positive therapeutic relationship. (Author/SJL)

ED 117 638 Ellis, Albert

CG 010 344

RET [Rational Emotive Therapy] Abolishes Most of the Human Ego. Pub Date 30 Aug 75

Note-18p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

2, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Characteristics. *In-

Descriptors—Individual Characteristics, *In-dividual Psychology, *Performance, *Rational Therapy, *Self Concept, *Self Evaluation,

Rational-emotive therapy (RET) holds that much of what we call the human "ego" has little or no legitimacy and, when conceived of and given a global rating (e.g., the individual gets rated as "worthwhile" or "worthless"), interferes with survival and happiness. Certain aspects of "ego" do have a verifiable existence and lead to beneficial results: people do seem to exist, or have aliveness, for a number of years, and they also have self-consciousness, or awareness of their existence. In this sense, they have unique-ness, ongoingness, and "ego." But what they

usually call their "self" or "totality" or "per-sonality" has a vague, almost indefinable quality, and they cannot legitimately give it a single meaningful rating--cannot label it as "good" or "-bad." They may well have good or bad traitsmeaningful rating--cannot label it as "good" or "abad." They may well have good or bad traits-characteristics that help or hinder them in their goals of survival and happiness-but they really have no "self" that "is" good or bad. To increase their health and happiness, RET theory and practice recommends that they'd better resist the tendency to rate their "self" or "essence" and had better rate only their deeds, traits, acts, characteristics and performances (Author). teristics, and performances. (Author)

CS

ED 117 639 CS 002 285

Cohen, Harvey S. Feldman, Jack M.
On the Domain Specificity of Cognitive Complexity: An Alternative Approach.
Pub Date 75

Note-8p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Figures 1 through 4 were removed due to poor reproducibility; Marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Cognitive Ability, *Cognitive Processes, *Discrimination Learning, Reading Research, Sensory Integration

Identifiers-Differentiation, Integration (Cogni-

This study attempts to assess differences in the three aspects of cognitive complexity-differentiation, discrimination, and integration--as functions of information about and interest in the relevant domain. The two groups of subjects consisted of 20 members of a local sports car club and an equal number from a local garden club. Each group had high interest and information in one domain and, at most, average interest and infor-mation in the other domain. Each subject filled out a form on 20 flowers and a form on 20 cars. Multidimensional scalings revealed pronounced differences in integration, possible differences in discrimination, and virtually no differences in dif-ferentiation when the between-domain and within-domain judgments were compared. (TS)

CS 002 351

Alberts, Cecil

Game Power for Phonics. Pub Date 72

Note-40p.

Available from—Spin-A-Test Company, Dept. ER, Post Office Box 823, Pleasanton, Califor-

ER, Post Office Box 823, Pleasanton, Califor-nia 94566 (\$7.95 paper)

Document Not Available from EDRS

Descriptors— *Classroom Games, Educational
Games, Elementary Education, Games, Instruc-tional Materials, *Phonics, *Reading Instruc-tion, Reading Skills, *Remedial Reading

The games presented in this manual are based on the Spin-A-Test game making technique, are applicable to the complex area of phonics, and are intended to provide teachers of reading with an almost unlimited source of circular games which meet prescriptive objectives. Contents of the manual consist of (1) a description of the scope of the game making technique when applied to reading (including an index of phonetic and structural games and an index of comprehen-sive games), (2) details of the features of the Spin-A-Test models, (3) directions for creating the game format, (4) a learner verification form, (5) a typical remedial sequence, (6) instructions to players for six basic games, (7) an index of structural and phonetic games (with an extensive, alphabetical list of words and word fragments), and (8) a comprehensive game index. (JM)

ED 117 641 CS 002 352

Braun, Carl, Ed. Riffel, J. A., Ed. Prevent Reading Disabilities.

Manitoba Educational Research Council, Ft. Gar-

Note-42p.; Some pages may reproduce poorly due to small type Journal Cit—Manitoba Journal of Education; v9

n2 Entire Issue 1975 EDRS Price MF-\$0.83 HC-\$2.06 Plus Pustage

Descriptors-Booklists, Childhood Interests, Dictionaries, Educational Games, Elementary Edu-cation, Individualized Reading, *Language Arts, *Reading Difficulty, *Reading Instruc-tion, Resource Materials, Word Lists Articles in this issue are concerned with read-

ing instruction aimed at preventing reading disa-bility. Topics discussed in the six articles are: classroom practices which aggravate reading problems, a model for individualized reading in-struction which allows for several levels of individualization, a data based instructional system for improving learning and preventing reading failure, integration of the language arts as the tailure, integration of the language arts as the only basis for successful programing, the importance of capitalizing on children's interests and experience, child authorship, using the camera to aid language arts skill development, and resource materials. Also included are lists of primary dictionaries, books for children to read by themselves from kindergarten to third grade, graded word lists (annotated), and sources of games and game books. (JM)

ED 117 642

Reynolds, Allan G. Flagg, Paul W.
Recognition Memory for Elements of Sentences. Pub Date 75 Note-54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Abstraction Levels, Language Research, Language Skills, *Memory, Models, Orthographic Symbols, *Phonology, Psychological Studies, Recall (Psychological), *Semantics, *Sentence Structure, Syntax

ldentifiers—Dartmouth College
Nouns are generally recalled and recognized
better in memory tasks, although several theoretical positions and a variety of empirical tasks indicate the importance of verbs to sentences. To try to resolve this paradox, several experiments were designed to explore the efficiency of various elements as cues in recognition memory. Subjects for the experiments were students en-rolled in an introductory psychology course at Dartmouth College. In one experiment concrete-ness of the stimuli did not interact with the type of distractor; however, verb phrase changes were harder to recognize than noun phrase changes when synonym distractors were used. This result was replicated in two other experiments, a forced-choice recognition paradigm and an ex-periment involving whole sentences where the derivational similarity of verbs and nouns was controlled. Two additional experiments indicated that the effect could not be attributed to charac-teristics of the English language or to superior memory for form information in nouns. The total results are interpreted as suggesting that subjects process different parts of a sentence to different semantic levles, with verbs receiving more semantic representation and nouns more orthographic or phonological representation. (Author/MKM)

ED 117 643 CS 002 354 Ingham, Anna Gertrude
The Blended Sound-Sight Method of Learning.

cond Edition Revised. Pub Date 69 Note-265p.; Published by Modern Press,

Saskatoon, Saskatchewan EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Basic Reading, *Beginning Reading, *Decoding (Reading), Elementary Education, Grade 1, Individualized Reading, *Phonics, *Sight Method, Spelling, Study Skills, Teaching Guides, *Teaching Methods

The beginning reading method explained in this book combines a phonics approach with a sight word/basal reader approach, a method which the author used during her many years in the class-room. The author has found that children can become independent readers in two to four months and may read from 10 to 200 books independently in the first year. Spelling and writing are also stressed in this method. Chapter topics are: the purpose and advantage of the blended sound-sight method, the advanced phonics course taught in grade 1, basic steps and procedures in the blended sound-sight method, the activity setup, the pre-primer stage, teaching advanced phonics, the individualized library, the teaching of spelling, tying phonics into other subjects, written communication, grouping, what parents should know about reading, individualization, interaction learning climates, and basic procedures when using an individualized approach. Also in-

МΙ

cluded are practical helps for teachers such as exseatwork, references, and charts.

ED 117 644

CS 002 355

Pastore, Nancy A.
The Effects of a Superordinate Context on the Learning and Retention of Facts for Second and Fourth Grade Children. Pub Date 75

Note-14p.: Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Abstraction Levels, Elementary Education, *Learning Processes, Memory, Psychological Studies, Reading Research, *Re-call (Psychological), *Relevance (Information Retrieval), *Semantics

The purpose of this study was to provide a more complete understanding of the storage and retrieval processes of developmentally different youngsters. Forty-four second and fourth grade subjects were given a lesson consisting of 25 facts to learn and remember. Half of the group learned the facts in a context containing superordinate statements (topic sentences), the other half with coordinate (related) statements. Half of the subjects went through free recall sessions before the retention test while half did not. Significantly greater recall and recognition was found for second grade subjects going through coordinate learning and free recall retention treatments, and fourth grade subjects going through superordinate learning and straight retention treatments. Free recall sessions were taped and analyzed. Implica tions for cognitive-developmental research and instructional modes discussed. are (Author/MKM)

ED 117 645

CS 002 356

Dougherty, Mildred S., Ed. Research in Reading and the Language Arts.

William Paterson Coll., Wayne, N.J.

Note-100p.; Not available in hard copy due to marginal legibility of original document DRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors-Elementary Education, Individualized Reading, Informal Reading Inventory, *Language Arts, Phonetics, Reading Com-prehension, *Reading Instruction, Reading Interests, Reading Programs, *Reading Research, Standardized Tests, Tutors, Vocabulary

The studies reported in this document reflect the interests and concerns of reading and lan-guage arts teachers. Topics of the 10 studies were: a comparison of basal and individualized reading approaches to vocabulary acquisition of fourth graders, a comparison of a formal reading program and an informal general readiness program in kindergarten, an evaluation of first grade reading progress by a standardized test and an ininventory, a comparison of second level pupils' vocabulary achievement scores using a multitext basal reading approach and a Sullivan programed reading system, a comparison of intelligence and the retention of phonetic sounds in kindergarten children, a comparison of grade score increases in vocabulary and comprehension for a cluster first grade and a self-contained first grade, a comparison of the Distar reading system with a basal reading program in second grade as measured by the Stanford Achievement Test, a comparison of the progress made by fifth grade tutors and fourth grade tutees during a tutorial reading program, a comparison of reading interests of sixth graders from a satellite city and a residential suburb, and a comparison between a child's reading ability and reading group replacement. (JM)

ED 117 646

CS 002 357 Criteria for Excellence in Reading: An Evaluation

Pennsylvania State Dept. of Education, Har-risburg, Bureau of Curriculum Services. Pub Date 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adult Basic Education, Community Involvement, Elementary Secondary Education, *Evaluation Criteria, Paraprofessional School Personnel, Parent Participation, *Program

Evaluation, *Rating Scales, *Reading Instruc-tion, Reading Materials, *Reading Programs, Teachers

Identifiers-Pennsylvania, *Right to Read

These criteria for determining excellence in reading programs were designed to focus attention on the substance rather than the form of reading instruction in Pennsylvania. School district evaluators are directed to apply an evalua-tion scale of zero, indicating an item is not ap-plicable, to five, indicating a high score, to the criteria. Criteria topics and subtopics concern the learner, the staff, the community, instruction, materials, the environment, time, evaluation, and the budget. Examples of criteria for the learner are: "Instruction should be learner-centered and each learner guided through a planned arrangement of skills to read at his/her diagnosed ex-pectancy level;" and "The learner should be encouraged to use his/her interests and experiences as an integral part of reading." (MKM)

ED 117 647

Attitudes Toward Reading Scale.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
Pub Date 75

CS 002 358

Note-10p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Attitudes, *Attitude Tests, Elementary Education, *Interest Scales, *Reading Habits, *Reading Interests

Identifiers-*Attitudes Toward Reading Scale, Right to Read

This reading attitude scale was designed to This reading attitude scale was designed to negate the tendency for students to indicate overly positive attitudes, a tendency which the authors feel is reflected in responses to other attitude scales. There are two forms of the scale: one for grades 1-3 and one for grades 4-6. The primary scale is read to the children and has a three choice format on a hand-scored answer sheet. The intermediate scale is read by the children themselves and has a five choice format on dren themselves and has a five choice format on a machine-scorable answer sheet. The first six items ask for descriptive information. The remaining items are worded either positively or negatively, where positive attitudes are indicated by agreement with positively worded items and disagreement with negatively worded items. Scoring instructions are given. Reliability estimates for both forms are given as .85 to .90. (MKM)

ED 117 648 CS 002 359

Wright, E. N. Reich, C. M.
Language: A Study of Fundamental Skills. No.

Toronto Board of Education (Ontario). Research Dept.
Pub Date Sep 72
Note—64p.; Several examples in the appendix

may reproduce poorly
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors— *Composition Skills (Literary), Elementary Secondary Education, *Language Skills, *Parental Background, Rating Scales, Reading Achievement, *Reading Habits, Reading Interests, Reading Research, *Reading Toes

Identifiers-Canada, Ontario (Toronto)

During the school year 1971-72, a study of language skills was conducted in the city of Toronto, Ontario. Scores on the Gates-MacGinitic Reading Test were analyzed for many students in grades four, six, eight, and nine. Students scored at grade level with reference to the United States norms of this test. The vocabulary and reading subsections of the Canadian Tests of Basic Skills were also administered to groups of students in grades four, six, and eight in order to compare the two tests. The relative performance of dents on this test was similar to performance on the Gates-MacGinitie; however, the scores were several months lower. A questionnaire was ad-ministered to a sample of sixth graders concernministered to a sample of sixth graders concerning their reading activities and their parents' reading activities. In general, the sixth graders reported that they and their parents engaged in many reading activities. The favorite themes of the children were mystery, adventure, and horror. Analysis of compositions collected from a sample of eighth graders showed that most of the stu-dents can write a coherent narrative of acceptable prose. Parents' occupation was found to be related to all three measures of language ability, with higher occupational status being associated with higher scores. (MKM)

ED 117 649

CS 002 360

Mathews, Mitford M.
Teaching to Read: Historically Considered.
Pub Date 76

Note-214p.

Available from—The University of Chicago Press,
5801 Ellis Avenue, Chicago, Illinois 60637

5801 Ellis Avenue, Canago, Company (S3.95 paper)

Document Not Available from EDRS

Descriptors—Alphabets, Beginning Reading, Decoding (Reading), Elementary Education, *History, Phonics, *Reading Instruction, *Reading Research, Sight Method, Word Recognition

The history of teaching people to read is explored from the introduction of the Greek alphabet about 3,000 years ago to the present renewed interest in sound symbol relationships. renewed interest in sound symbol relationships. Greek schoolboys were required to learn first the alphabet in order, next commonly used syllables, and then words. English was first written in the Latin alphabet using phonetic spelling until the art of printing reached England about 1475 causing more fixed spellings and thus more reading difficulty. Other topics explored are reading problems and solutions in Germany, early reading experiments in the United States, the word method endorsed by Hovace Mann, reading from method endorsed by Hovace Mann, reading from experiments in the United States, the word method endorsed by Horace Mann, reading from Horace Mann to Francis Parker, the words-to-reading method popular in Chicago, the word method and the new education of Dewey, public excitement over reading in the United States since the 1880's, the linguistic approach to reading, beginning reading with temporary alphabets, and reading experiments and their results. (MKM)

ED 117 650 CS 002 361

Schiller, Hillel A. From Shape to Letters. Pub Date Dec 71

Note—11p.; Reprinted from Main Currents in Modern Thought, v28 n2, Nov. Dec., 1971 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Cognitive Development, Elementary
Education, *Instructional Aids, *Kinesthetic
Methods, *Letters (Alphabet), *Perceptual
Development, Primary Education, *Reading
Readiness, Visual Discrimination
In order to make letter shape recognition an integral part of perception training, the use of the
line in its two basic shapes is proposed. Letter
shapes may seem exceedingly complex linear
shapes to young minds. Thus instead of instruction in configuration, instruction involving transformational activities to manipulate and create
the differentiating features of each letter should
be given. This perceptual teaching approach may be given. This perceptual teaching approach may provide sub-skill foundations for learning to read provide sub-skiii toundarions for learning to read that are important to developing cognitive processes. Learning sequences involving the use of blocks to shape letters provide multisensory, intrinsic, and constructive activities in addition to visual recognition. (MKM)

ED 117 651 CS 002 363

Hatt, Frank

The Reading Process: A Framework for Analysis and Description. Pub Date Feb 76

Note—117p. Available from—The Shoe String Press, Inc., 995 Sherman Avenue, Hamden, Connecticut 06514 (\$8.00 cloth)

Document Not Available from EDRS

Document Not Available from EDRS
Descriptors.—*Affective Behavior, Cognitive
Processes, *Librarians, Library
Literacy, *Readability, *Reading Comprehension, *Reading Processes
This study of the reading process was written

by a librarian for other librarians in order to explore what happens as the end result of the librarian's job, the meeting of a person and a book. A model of the reading act is constructed book. A model of the reading act is constructed which makes the reader the subject rather than the receiver, as in the communications model of "transmitter through message to receiver." The six stages of this reading model are indicated in the chapter headings, Who is the reader? What does the reader want? What is the text? How do the reader and the text come together? What is the nature of the reading? and What ensues from the reading? Librarians are encouraged to use increased knowledge of the reading process as it recreased knowledge of the reading process as it re-lates to the reader to improve their services. (MKM)

CS 002 365 ED 117 652

SSRG (Study Skills for Reading).

Arizona State Library Association, Phoenix. Pub Date 75

Note-87p.; Compiled by the School Libraries

Division Brice MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—Achievement Tests, Behavioral Objectives, "Curriculum Guides, Elementary Secondary Education, English Instruction, Secondary Education, English Instruction, Library Reference Services, Library Research, *Library Skills, Multimedia Instruction, *Reading Instruction, Reference Books, *Reference Materials, *Study Skills

Skills necessary for students in grades K-12 to Skills necessary for students in grades K-12 to have and use in the library are the topic of this curriculum guide. Behavioral objectives are presented in the following categories: orientation in the use of the library media center, care of materials, materials selection, circulation procedures, library media terminology, nonbook materials and equipment, parts of a book, library media conservations of the procedure of the proce media center arrangement, card catalog, reference materials, periodicals, information file, bibliographies, abridged readers' guide to periodical literature, and advanced reference materials. Performance criteria are listed for each behavioral objective. Grade levels are suggested for introduction and mastery of each objective. Skills tests for grades 3-8 are included and are recommended for use as pretests and posttests. (MKM)

ED 117 653

D'Annunzio, Anthony

A Learning Print Approach Toward Perceptual Training and Reading in Kindergarten. Pub Date 75

Note—15p.; Unpublished paper prepared at Drexel University; Not available in hard copy due to marginal legibility of original document EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Auditory
*Beginning Reading, *Diagnostic Teaching,
Learning Disabilities, Paraprofessional School Personnel, *Perceptual Development, Perceptual Motor Learning, Primary Education, Reading Research, Sensory Integration, *Visual Per-

The purpose of this research study was to com pare two kinds of perceptual training for kindergarteners. A control group was grouped for in-struction in visual or auditory perception. The children whose weaker modality was auditory received an "Open Court" program which stressed the acquisition of phonetic skills. The stressed the acquasion or pionette sains inte-frostig-florne program was given to those with visual perception difficulties. No attempt was made to determine the specific nature or level of their perceptual inadequacies, all children beginning their particular programs simultaneously. The children were taught by both teachers and aids. A carefully equated experimental group in terms of IQ, auditory perception, and reading was instructed by means of individual programs which emphasized instruction in both the weak and strong modality at students' specific level of ability. Those with no deficiencies participated in experience writing. The experimental group was taught by teachers and volunteers. Instructional time for both groups averaged thirty minutes a day, three times each week, over an eight month period. An analysis revealed that the experimental group made significantly greater improvement than the control group in the evaluation of visual perception, auditory perception, and in letter-word recognition. (MKM)

ED 117 654 CS 002 367

Pastine, Maureen, Comp.

Articles on Non-Sexist, Non-Racist Children's Literature.

Pub Date 75

Note—27p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bibliographies, Book Reviews, *Childrens Literature, Elementary Education, Nondiscriminatory Education, Publishing Industry, *Racism, *Sex Discrimination
This bibliography on nonsexist, nonracist children's literature contains lists of more than 150

articles, 15 documents abstracted and indexed in ERIC, 19 alternative publishers of children's books, 15 indexes and abstracts, 33 sources of book reviews for children's books, and almost 150 books and pamphlets. (JM) ED 117 655 CS 002 368 Takahashi, Barbara L.
Comprehension of Written Syntactic Structures by
Good Readers and Slow Readers.

Pub Date Jun 75

Pro Date Jun 75
Note—84p.; M.Ed. Thesis, Rutgers University,
The State University of New Jersey; Two reading tests were removed due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postag Descriptors—Intermediate Grades, Junior High Schools, Reading, *Reading Comprehension, Reading Difficulty, *Reading Processes, *Read-ing Research, *Reading Tests, Sentences, *Syn-

The purpose of this study was to compare the performance of ninth-grade slow readers with ninth-grade good readers and with sixth grade readers on a test of syntactic comprehension. The significant difference between the ninth-grade good readers' and the ninth-grade slow readers' performance on A Test of Sentence Meaning (ATSM), developed by Albert D. Marcus, clearly shows that comprehension of syntactic structure is an element in total reading comprehension. The low correlation between the total reading scores and the ATSM score would seem to indicate that it is not an important factor in reading at this level. The correlation of .70 between reading and the ATSM indicates that comprehens of syntactic structures is an important reading factor for sixth grade readers even on a survey reading test. It is suggested that the great dif-ference in the correlations between the sixthgrade readers and the ninth-grade readers indicates that although these two groups measure on The Nelson Reading Test to be very similar with the same range and almost the same means, they must differ in at least one important respect. (LL)

ED 117 656 CS 002 369

Experimental Program for the Improvement of Teacher Competency in Reading; A Comparison between Remedial Reading Classroom Instruction and Specialized Remedial Reading Instruction Outside of the Regular Classroom.

Paderborn Learning Abilities Research Center, Waterloop III.

Waterloo, III.

Pub Date 75

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Effective Teaching, Elementary Education, *Individual Instruction, Individualized Reading, Inservice Programs, *Reading Consultants, Reading Diagnosis, Reading In-struction, Reading Research, Regular Class Placement, *Remedial Reading, Teacher *Reading

This three year study compared three organiza-tional plans for teaching remedial reading by spending one year each at different grade levels: primary, intermediate, and seven-eight, in that order. In the first plan a reading consultant tutored childen individually in a reading clinic. In the second plan a master reading teacher provided aid in diagnosis, prescription, and in-dividualization of instruction to classroom teachers who taught the remedial readers in their own classrooms. Intensive inservice education was conducted during the three years for the participating teachers; a reading materials center was established; and the reading clinic resources were made available to all teachers. A control group was selected the second year and did not receive program treatment. The results indicated that teacher competency increased in terms of five of six behavioral objectives. In the first year no statistical difference could be demonstrated in favor of children receiving special reading treat-ment at the clinic when compared to like children receiving regular classroom instruction. During the last two years of the experiment, students in the regular classrooms, whose teachers were involved in inservice sessions and who had the help of master teachers, demonstrated greater gains than the other two groups. *MKM)

ED 117 657 CS 002 370

Koltai, Leslie

Reawakening the Imagination. Pub Date 75

Note—8p.; Paper presented at the Los Angeles Community College District English Con-ference, Oct. 28, 1975 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, Composition (Literary), *English Instruction, Higher Education, *Imagination, Language Arts, *Language Skills, *Reading, Relevance (Education), Student Motivation, *Writing The inability of college students to read accurately or to write coherently is a problem. The solution lies in the classroom and with the instructors who must approach the challenge of reading and writing instruction with encouragement and excitement, remembering that the true ment and excitement, remembering that the true objective is the development of students' imagination. Students must be motivated to learn and must understand the practical necessity of mastering the subjects of reading and writing. The educational process must be made effective in relation to each individual student. (JM)

ED 117 658

CS 002 371

Smith, Marshall S., Ed. Conference on Studies in Reading. Summaries of Panel Reports, Panels 1 through 10 (Washing-ton, D.C., August, 1974). National Inst. of Education (DHEW), Washing-

Pub Date Jun 75

Note—143p.; For the individual panel reports see related documents ED 106 830-831, ED 108 175-176, ED 112 390-393, and CS 002 364 EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Conference Reports, Language Usage, Models, Motivation, Reading Ability, *Reading Comprehension, Reading Develop-ment, *Reading Research, *Reading Skills, Research Needs, Research Problems, Seman-tics Word Perceptification tics. Word Recognition

Identifiers-*National Conference on Studies in

Reading
These short summaries of the reports from the
National Institute of Education's Conference on Studies in Reading are intended to reflect accurately the general areas of research recommended by each of the 10 panels taking part in the conby each of the 10 panets taking part in the con-ference. Each panel focused on a particular problem in reading, identifying general ap-proaches, suggesting programs of research, and-within these programs--generating specific research projects. Subjects of the panels are: se-mantics, concepts, and culture; the structure and use of language; attention and motivation; modeling the reading process; assessment of reading comprehension; applications of existing reading comprehension research; reading comprehension and the high school graduate; learning and motivation in early reading; reading strategies for different cultural and linguistic groups; and essen-tial skills and skill hierarchies in reading instruction. Complete reports for each of the ten panels are available in separate documents. (JM)

Treacy, Thomas D.
You, Your Child and Reading. A Reading Program for the Parent.
Pub Date 74

Available from—Thomas D. Treacy, 15 S. Britton Road, Springfield, Pennsylvania 19064 (\$2.50

Document Not Available from EDRS

Descriptors—Elementary Education, *Parent Par-ticipation, *Phonics, Reading Comprehension, *Reading Instruction, Reading Readiness, Reading Skills, Teaching Guides, Word Lists, *Word Recognition

The premise of this book is that parents should help their child learn to read at home in order to individualize reading skill instruction better than may be possible at school alone. A reading readi-ness checklist is offered as a guide to determining if one's child is linguistically, behaviorally, and perceptually ready to begin to learn to read. A guide to how to teach the sound-symbol relationships of phonics composes the major portion of the book. Reading comprehension is discussed and a reading skill checklist is suggested as a check on reading progress. (MKM)

ED 117 660

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CS 002 373

Lukens, Rebecca J. A Critical Handbook of Children's Literature. Pub Date 76

Available from-Scott, Foresman and Company, College Division, Advertising Department, 1900 East Lake Avenue, Glenview, Illinois 60025 (\$4.50 paper)

Document Not Available from EDRS

Descriptors—*Childrens Books, *Critical Read-ing, Elementary Education, Fiction, *Literary Analysis, *Literature, *Literature Appreciation,

Nonfiction, Poetry, Teacher Education This book is designed to introduce students and teachers to the vocabulary of literary analysis so that they may discuss and write about children's literature and make their own evaluations and judgments about books for children. Children's literature should be considered different from adult literature in degree, not kind. Points of similarity and difference are discussed throughout the text. Chapter topics concern a definition of children's literature; revelation of character, unity of character and action, types of characters, and change in character; types of plots, narrative order, conflict, and patterns of action; types and functions of setting; types of themes; point of view; style; and tone. Examples from well known children's literature illustrate points made in the discussion of these topics. Study questions accompanying each chapter ask the student to read specific children's books and to evaluate them using the terms and ideas of the chapter. Also discussed are rhymes and poetry and bias, style, and types of organization in a variety of nonfiction. (MKM)

ED 117 661

CS 002 374

Blair, Timothy R.
The Successful Teacher of Reading: An Optimistic Explainer of Variance. Pub Date 75

Note—9p.; Paper presented at the Annual Meet-ing of the College Reading Association (Bethesda, Maryland, October 30, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postag

Descriptors—*Developmental Reading, *Effec-tive Teaching, Elementary Education, *In-dividualized Reading, Rating Scales, *Reading Achievement, Reading Materials, *Teacher Behavior, Teacher Characteristics, Teacher Onlifections Qualifications

Identifiers-*Teacher Effort Scale in Reading

Since both good and poor reading achievement have been produced with any one of several nave been produced with any one or several developmental reading approaches, teacher characteristics are thought to be an important, however seldom tested, variable in reading achievement. A study conducted by the author which employed the author constructed Teacher Effort Seal in Reading indicated that high in Reading indicated that high teacher effort correlated positively with the read-ing achievement of classes. The teachers judged to be high effort versus low effort teachers in reading expended a high degree of effort while reading expended a high degree of errort white attempting to individualize instruction in their classes. Four subscales of the rating scale noted efforts to: (1) secure and utilize a variety of materials; (2) provide differentiated instruction; (3) keep records of student progress; and (4) arrange conferences dealing with an individual students progress. The success of the high effects are considered. dent's progress. The success of the high effort teacher in the study cited lends increased support for the training of teachers to William Powell's "automatic" level where the teacher blends knowledge and action together and to Arthur Gates' observance in 1937 that success in reading depends on the effectiveness of the teacher, the availability and effective use of materials, and the adherence to individual differences. (MKM)

ED 117 662

Eberwein, Lowell And Others

An Annotated Bibliography on Volunteer Tutoring

Pub Date Feb 76

Note—13p., Paper presented at the Annual Meeting of the Southeast Regional Reading Conference, International Reading Association (4th, Jacksonville, Florida, February 20, 1976) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Annotated Bibliographies, Commu-nity Involvement, Elementary Education, Literature Reviews, *Paraprofessional Personnel, Parent Participation, "Reading Instruction, Reading Research, Student Participation, "Tu-torial Programs, Tutoring, Tutoris, *Volunteer, *Volunteer Training
The first section of this annotated bibliography selected various of reacons are the effects of

is a selected review of research on the effects of volunteer tutoring programs. Reviews of 34 stuvolunteer tutoring programs. Reviews of 34 students; dies note the number, level, and type of students; type of tutors; area of U.S.; length, frequency, and duration of tutoring sessions; and achievement and other results of the tutoring programs. Reference is made to a review of the research and literature concerning student involvement in tutoring programs. The second section reviews eight articles and books on training programs for tutors. This bibliography was developed for schools that are interested in developing tutoring programs. It also contains pertinent information for community organizations involved in organiz-ing and administering volunteer tutoring pro-grams. (MKM)

ED 117 663

CS 002 376

All About Reading.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date Oct 74

Journal Cit-Insights Into Open Education; v7 n2 Entire Issue Oct 1974

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Beginning Reading, Element Education, Reading Diagnosis, *Reading struction, Reading Programs, Reading Skills, *Reading Tests, *Silent Reading

Focusing on reading, this issue of "Insights" contains three sections. The first, by Clara A. Pedersen, lists 20 questions which teachers and administrators should ask themselves before administering reading tests. The second, "What's Wrong with Reading Tests" by Deborah Meier, Wrong with Reading tests by Decorat and an defines reading, describes learning to read, and analyzes the problems with reading tests. In the third, "Sustained Silent Reading," Robert A. McCracken outlines a sustained silent reading problems the state of the state o gram which should be an integral part of the total reading program, providing both the drill of reading silently and the model of an adult (the teacher) who reads and shares what is read. (JM)

An Effectiveness Evaluation Between Manual and Automated Readability Counting Techniques. CNETS Report 5-75.

Naval Education and Training Command, Pensacola, Fla.

Report No-CNETS-R-5-75

Pub Date Aug 75

Note—33p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Ladders, Educational Programs, *Instructional Aids, *Instructional Materials, Manuals, *Measurement Instruments, *Readability, Reading Research Identifiers—Navy
A statistical comparison was made between two

automated devices which were used to count data points (words, sentences, and syllables) needed in the Flesch Reading Ease Score to determine the reading grade level of written material. Determination of grade level of all Rate Training Manuals and Non-Resident Career Courses had been requested by the Chief of Naval Education and Training Support. The devices compared were the Automated Flesch Count (AFC) developed by Kincaid and McDaniel and The Navy Automated Counter (NAC), a pencil-like stylus with a pressure-sensitive switch, developed by the Navy. Comparisons were made between the speed and reliability of the automated devices, and between the speed and reliability of each device and the manual method of counting data points. Similar reliabilities were found for both of the devices and for the manual method. Counts made using the devices were done almost twice as fast as manual counts. The NAC was 20% faster than the AFC, but this difference may be attributable to a practice advantage. The use of an automated device such as the NAC or AFC is recommended as being the most cost-effective technique available for any readability which involves detailed counting. (MKM)

ED 117 665 CS 002 378 Hays. Warren S. Criteria for the Instructional Level of Reading.

Pub Date 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Critical Reading, Elementary Edu-cation, *Informal Reading Inventory, Oral Reading, *Readability, *Reading Comprehen-sion, *Reading Diagnosis, Reading Instruction, Reading Research, Reading Tests, Recognition

This study was designed to discover the answers to two general questions concerning the in-structional level of reading: (1) What is the percentage of word recognition that is necessary for second and fifth graders to maintain in order to achieve a certain percentage of comprehension? (2) Are those word recognition percentages the same for both groups? Twenty-five second and 25 fifth graders were randomly selected from three middle-class schools. An Informal Reading Inventory was developed and administered to each subject. The data was analyzed and median word recognition scores were computed across levels of readability for various bands of comprehension. Subjects were asked to read two comparable passages at each level, one orally at sight and the other silently by sight. The results indicated that most second and fifth graders needed to achieve a word recognition score of at least 98 or 99 pera word recognition score of at least 98 or 99 per-cent on the oral passage in order to have an ac-companying comprehension score of at least 75 percent on the silent passage. Most second graders who achieved less than 92 percent recog-nition had accompanying comprehension scores of less than 50 percent. Most fifth graders who achieved less than 96 percent had accompanying comprehension scores of less than 50 percent. (Author/MKM)

ED 117 666

CS 002 379

Epanchin, Betty Cooper
The Relationship between Self-Concept and Reading Achievement During the Elementary School Years.

Pub Date 75

Pub Date 75
Note—179p.; Ed.D. Dissertation, Duke University
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
75-29,498, MFilm \$7.50, Xerography \$15.00) Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, Item Analysis, *Predictive Validity, *Reading Achievement, Reading Research, Reading Skills, *Reading Tests, *Self Concept, *Test Validity Identifiers—*Self Observation Scales

This study, using the Self-Observation Scales (SOS) primary and intermediate levels, was conducted to determine whether the self-concept items that were most predictive of reading achievement varied among sex-race-grade sub-samples and to examine specific item content in order to focus upon the nature of the relationship between reading achievement and self-concept. It was hypothesized that the set of items most prewas nypotnesized that the set of items most pre-dictive of reading achievement for a particular sex-race-grade subsamples is constant across all sex-race-grade subsamples on the Primary Level of the SOS, and the set of items most predictive of reading achievement for a particular sex-racegrade subsample is constant across all sex-racegrade subsamples on the Intermediate Level of the SOS. Subjects for this study were 5,990 chilthe SOS. Subjects for this study with other whose reading achievement data were recorded by their teachers during the process of validating and establishing norms for the SOS. Both hypotheses were rejected. (Author/RB)

Franklin, Josephine Elizabeth Seaton
Teacher Competence and Effective Reading Instruction (In the Middle Elementary Grades).
Pub Date 75

Note-189p.; Ph.D. Dissertation, Northwestern

University
University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
75-29,632, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS
Descriptors—Doctoral Theses, Elementary Education, *Elementary School Teachers, Intermediate Grades, Interpersonal Competence, *Reading Instruction, *Teacher Attitudes, *Reading Instruction, *Teacher Attitud *Teacher Evaluation, Teacher Responsibility

In order to determine the competencies pos-sessed by teachers who have conducted successful reading programs, a qualitative study was conducted in Area C, Chicago Public Schools. It presents the views of twelve principals who assisted in identifying fifteen teachers designated assisted in identifying fifteen teachers designated superior in the teaching of reading in the middle grades (grades four through eight). The data provided by the principals and teachers included in the sample were obtained through the use of "-Principal's Guide For Determining the Competencies of the Superior Teacher of Reading: Teacher's Questionnaire," "A Professional Profile," and "An Observer's Grid." A series of fifteen questions provided a basis for the interpretation of the data. It was concluded that the competencies possessed by the urban teachers who have been designated superior in the teaching of reading in the middle grades, had a great deal to do with the personal attributes and positive attitudes toward learning of the individual teachers. The competent teacher of reading must also make studied explorations into the areas of beginning reading instruction, word recognition techniques, comprehension and interpretation skills, oral reading practices, reading in the content areas, and the availability and use of reading materials. (Author/TS)

ED 117 668

CS 002 381

Clazzard, Margaret Leoni
An Evaluation of Teacher Rating, Reading Readiness, and Kindergarten Achievement as Predictors of First-Grade Vocabulary and Comprehenn Achievement. Pub Date 75

Note-138p.; Ed. D. Dissertation, University of

Available from-University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-30,034, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS
Descriptors—*Beginning Reading, Educational
Diagnosis, Learning Disabilities, *Predictive
Ability (Testing), Predictor Variables, Primary
Education, *Rating Scales, *Reading Achievement, Reading Comprehension, *Reading
Readiness, Reading Research, Vocabulary
Identifiers—*Teacher Judgment

To aid in the early identification of potential learning disabled children a multiple regression equation using analysis of covariance was used to determine which composite predictor variables obtained in kindergarten correlate maximally with first-grade achievement. Eighty-seven kindergarten students in Lawrence, Kansas, who had been instructed in a formal reading program were tested in May 1973. The predictor variables were: a reading readiness test, a reading achievement test, and a teacher rating scale. The criterion was a vocabulary and comprehension score at the completion of first grade, 1974. The results indicated that the teacher rating scale would be a more efficient predictive measure than either the reading readiness test or reading achievement test for both first-grade vocabulary and comprehen-sion achievement. All three of the independent predictor variables were statistically significant (p less than .01) for the criteria. Analysis of covari-ance was used to isolate the predictive efficiency of each set of predictors. The teacher rating was significant (p less than .02) in predicting first-grade comprehension achievement. Both the teacher scale and reading readiness test were sig-nificiant (p less than .01) in predicting first-grade vocabulary achievement. (Author/MKM)

ED 117 669

CS 002 382 Heathington, Betty Sue
The Development of Scales to Measure Attitudes
toward Reading.

Pub Date 75

Note-123p.; Ed.D. Dissertation, The University

Available from-University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-1947, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Attitude Tests, Doctoral Theses, Elementary Education, *Interest Scales, *Rat-ing Scales, *Reading Habits, *Reading Ining Scales, *Reading Habits, *Reading Interests, Reading Research
The purpose of this study was to develop an in-

nt or instruments to measure the attitudes strument or instruments to measure the attitudes toward reading of children in grades one through six. The Likert-type scale was chosen as the most appropriate type of instrument to meet established criteria. Two rural schools and two urban schools with normally distributed populations are configured to the configuration. tions according to ability and socioeconomic levels were used in the study. Pilot work, consisting of individual interviews with children in grades one through six, was conducted to explore the area of reading attitudes and to obtain statements suitable for the attitude scale. Such interviews revealed that two scales were needed, one for grades one through three and one for grades four through six. The two attitude scales were administered to sample populations in the four schools. The final scales contain 20 items for the beginning level and 24 items for the second level. Answer formats were also designed for each scale. The scales were checked for reliability by

the test-retest method and for validity by item analysis and by teacher rating of students with positive and negative attitudes. Diagnostic clusters of questions were developed for diagnosis. The scales were judged to meet the established criteria. (Author/MKM)

ED 117 670

CS 002 383

Hendon, Carl Adriel
A Comparison of Reading and Vocabulary
Achievement of Elementary Students Taught
with Two Reading Teaching Methods.

Note-140p.; Ed.D. Dissertation, University of

Kansas
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
75-30,040; MFilm 37.50, Xerography \$15.00)
Document Not Available from EDRS
Descriptors—*Basic Reading, *Computer
Assisted Instruction, Doctoral Theses, Elementary Education, *Individualized Reading,
*Reading Achievement, *Reading Instruction,
Reading Research, Vocabulary
The purpose of this study was to compare student reading and vocabulary achievement of
classes using a standard basal-reading series with
the achievement of a class using the same stanthe achievement of a class using the same stanthe actnevement of a class using the same stan-dard basal-reading series and a computer-managed, teacher-support system in reading. The reading and vocabulary achievement growth of a sample of 40 classes of elementary students taught by a basal reading series method during the 1972-73 school year provided the control group data for this study. The next year the same group data for this study. The next year the same standard basal-reading series in conjunction with a computer-managed, teacher-support system. The achievement growth of these classes provided the experimental data for the study. There was a difference at the .05 level of significance between classes' reading scores indicating that greater growth was obtained by students in classes using only the basal-reading series. (Author/MKM)

Joy, Charles Paul, Sr.
Programmed Instruction in Reading Correlated
with Student Characteristics and Program Vari-

Note-286p.; Ph.D. Dissertation, Northwestern

Note—286p.; Ph.D. Dissertation, Northwestern University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,669; MFilm \$7.50, Xerography \$15.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, *Predictor Variables, Primary Education, *Programed Instruction, *Program Effectiveness, *Reading Instruction, *Reading Programs, Reading Research, Teaching Methods, Technological Advancement

The purpose of this study was to determine the effectiveness of an automated programed instruc-tional unit under varying conditions. Students' sex and socioeconomic status as an influence on achievement when interacting with the interven-tion was investigated along with other facts. The selected literature included a review of representative samples of the current general literature in the areas of programed instruction and educational technology as it relates to reading instruc-tion. The sample for the study consisted of 800 first and second grade students who were divided into three treatment groups determined by the degree of treatment received. Among the conclusions reached were that the instructional mode sions reached were that the instructional mode investigated could be a useful adjunct to schools' reading programs and to teachers' efforts to raise the reading achievement levels of students; it appeared that for the intervention program to be used most effectively it should be used in the classroom rather than being centrally located; this type of programed instruction with immediate feedback and reinforcement seemed to be equally effective on students who came from high, mideffective on students who came from high, middle, and low socioeconomic levels; and there was an indication that students attending traditionally organized classrooms achieve at a higher level than those in ungraded situations. (Author/RB)

Kistulentz, Andrew C.

An Analysis of Two Approaches Used in Teaching Reading and Study Skills Improvement in a Two-Year Community College.

Pub Date 75

Note—132p.; D.Ed. Dissertation, The Pennsylvania State University

Available from—University Microfilms, P.O. Box

176, Ann Arbor, Michigan 48106 (Order No. 76-1360, MFilm \$7.50, Xerography \$15.00)
Document Not Available from EDRS
Descriptors—*Academic Achievement, *Content

Reading, Developmental Reading, Doctoral Theses, Junior Colleges, *Reading Achieve-ment, *Reading Instruction, Reading Programs, Reading Research, *Study Skills

This study investigated students' learning performances in reading and academic achievement after an experimental group took a reading im-provement course in which vocabulary and comprehension improvement exercises were derived from their content area textbooks and a comparison group took a general reading improve-ment course with materials traditionally used in similar reading courses at many colleges. The subjects were eighty students enrolled in a college subjects were eight students enrolled in a conlege preparatory program which provided preparation for college studies for students who had poor high school achievement or who had been away from school for a long time and needed a refresher program. The comparative effectiveness of the two approaches was determined by analyz-ing the semester's mean cumulative grade-point averages and the mean achievement scores three content area courses using a two-tailed t test. Both groups made significant gains in reading scores from pretest to posttest on the Nelson-Denny Reading Test. There were no significant differences between groups in grade-point averages, reading improvement scores, or achievement in the writing or mathematics courses. There were significant differences in favor of the experimental group in achievement in the science course. (Author/MKM)

ED 117 673 CS 002 386

McLaughlin, John Thomas
Books as Reinforcers of Reading Performance: An
Investigation of Their Relative Effectiveness. Pub Date 75

-86p.; Ed.D. Dissertation, University of Maryland

Available from-University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,116, MFilm \$7.50, Xerography \$15.00)

75-29, 116, MPIIII \$7.30, Aerography \$15.00)
Document Not Available from EDRS
Descriptors—Doctoral Theses, Elementary Education, *Positive Reinforcement, *Reading Achievement, Reading Instruction, Reinforcement, *Reinforcers, *Remedial Reading Programs, *Tutorial Programs
This study investigated the relative effectives of the content of the programs of the program of the programs of the program of the programs of the programs

ness of books on reading achievement scores when earned by under-achieving readers in a student tutoring program. Fifty-three fifth grade stu-dents who were in below grade level classroom reading groups and who scored from six months to three years below grade level on at least one of two reading achievement tests, were assigned to three treatment groups and one control group. The Wide Range Achievement Test and the Slosson Oral Reading Test were administered before and after the treatment phase. Data, in the form of the number of lines read correctly and number of errors made during each of the tutoring sessions, were collected. One group received knowledge of results only. A second group received knowledge of results and gift certificates redeemable at a local toy store. The results showed that the subjects reinforced with cer-tificates for books showed significantly greater gains in reading achievement scores than did subiects who obtained other reinforcers (Author/TS)

CS 002 387

Mooney, Florence Eliese A Content Analysis of Initial Elementary Reading Methods Courses. Pub Date 75

Pub Date 75
Note—227p.; Ed.D. Dissertation, Rutgers University The State University of New Jersey
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-1121; MFilm \$7.50, Xerography \$15.00)

MI

Document Not Available from EDRS
Descriptors—*Beginning Reading, *Curriculum,
Developmental Reading, Doctoral Theses, Elementary School Curriculum, Higher Education, Questionnaires, Reading Research, Teacher Attitudes, *Teacher Education, *Teacher Educ tors, *Teaching Methods, Textbooks Identifiers-*Teacher Judgment

The purpose of this study was to obtain background information regarding the curriculum content of elementary reading methods courses for the development of a classification system of that content. This information was compiled from three separate sources: textbooks designated for use in an elementary reading methods course, opinions and suggestions of instructors of elemen-tary reading methods courses, and opinions and suggestions of elementary teachers. Using opera-tionally defined categories derived from a study of course outlines, 21 texts were examined to determine if given categories were included. A questionnaire using the same operationally defined categories was then developed and sent to 500 instructors of elementary reading methods courses and to 500 reading teachers throughout the United States. The questionnaire included a section to provide information regarding the background and experience of each subject. The response from the instructors showed that one-third required only one course in reading methods. The results of the survey indicated that there is significant agreement between elementary reading textbooks, instructors of elementary reading methods courses, and elementary teachers as to the curriculum content which should be included in an initial elementary reading methods course. (Author/MKM)

ED 117 675 CS 002 388

Roberts, Timothy Gerald
Effects of the "Auditory Discrimination in Depth
Program" on Auditory Conceptualization and
Reading Achievement. Pub Date 75

Note-80p.; Ed.D. Dissertation, University of Northern Colorado

Northern Colorado Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-221, MFilm \$7.50, Xerography \$15.00) Document Not Available from EDRS

Document Not Available Tom EDRS

Descriptors—*Auditory Discrimination, Doctoral
Theses, Elementary Education, Exceptional
Child Education, *Reading Achievement,
*Reading Instruction, Reading Research
Identifiers—*Auditory Discrimination in Depth

Program
Statistically significant differences were not found between the treatment and non-treatment

groups in a study designed to investigate the effectiveness of the Auditory Discrimination in Depth (A.D.D.) Program. The treatment group involved thirty-nine normally achieving and edu-cationally handicapped students who were given the A.D.D. Program concurrently with their read-ing instruction. ing instruction. The non-treatment group consisted of twenty-nine normally achieving and edu-cationally handicapped students who were not taught with the A.D.D. Program. Auditory discrimination as measured by the Lindamood Auditory Conceptualization Test was tested prior to the program, immediately after the program, and eight weeks after the program. The Metropolitan Achievement Test was administered on the same schedule to measure gains in reading achieve-ment. Based on the analysis of the data, the investigator was unable to detect the effects of the A.D.D. Program on auditory conceptualization abilities and reading achievement. (Author/MKM)

ED 117 676 CS 002 389 Rorie, Iva LaVerne
Analysis and Validation of the Inventory of
Teacher Knowledge of Reading.

Note—121p.; Ph.D. Dissertation, University of Missouri-Columbia

Missouri-Columbia
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48 106 (Order No.
76-1041, MFilm \$7.50, Xerography \$15.00)
Document Not Available from EDRS
Descriptors—*Achievement Tests, Doctoral
Theses, Higher Education, *Inservice Teacher
Education, Reading Research, *Test Reliability,
*Test Vollditic.** *Test Validity

Identifiers-*Inventory of Teacher Knowledge of

The purpose of this study was to administer the revised "Inventory of Teacher Knowledge of Reading" by Artley and Hardin to a representative population of teachers, and to secure information concerning the factorial validity and reliability of the instrument. The subjects included 552 inservice elementary education teachers, ele-mentary education teachers taking graduate education courses, and graduating college seniors

who were close to completion of requirements for certification as elementary school teachers. Utiliz-ing the Kuder-Richardson formula 20, the inter-nal-consistency reliability of the "Inventory" was found to be .920. Thirty-five factors with eigenvalues greater than one were extracted, utilizing the principal-axes method of principal-com-ponents analysis. These factors accounted for 61.051 percent of the total variance of the "In-It was concluded that the "Inventory of ventory er Knowledge of Reading" has sufficient reliability to justify its use as a measure of teachers' knowledge of reading. (Author/TS)

ED 117 677

Yearby, Mary Elizabeth The Effect of Instruction in Test-Taking Skills on the Standardized Reading Test Scores of White and Black Third-Grade Children of High and Low Socioeconomic Status. Pub Date 75

Note-280p.; Ph.D. Dissertation, Indiana Univer-

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-23,438, MFilm \$7.50, Xerography \$15.00) Document Not Available from EDRS

Descriptors-Caucasian Students. Theses, Grade 3, Negro Students, *Predictor Variables, Primary Education, Achievement, Reading Research, Tests, *Socioeconomic Status, *Reading *Standardized Tests

Identifiers-*Test Taking Instruction, Test Taking Skills

The problem under investigation was to deter-mine the differential effects of three types of treatment on students' test-taking skills. The study also investigated whether test-taking instruction would result in significant mean test score gains on a standardized reading test for white and black, high and low socioeconomic white and black, high and low socioeconomic status (SES) third-grade children. The sample consisted of 275 white and black, high and low SES third-graders from six elementary public schools in a midwestern urban school system. Generally, the results indicated that the test-taking skills of some students can be significantly increased through systematic instruction. The ex-tent of increase appeared to depend on such variables as SES, race, and sex. The data indicated that the apparent gains in test-taking skills did not transfer in terms of expected equivalent levels performance on the Gates reading test. (Author/RB)

ED 117 678 CS 002 391 Trans-ACTIONS: Activities for Involving Students

tional Planning and Services; Los Angeles County Superintendent of Schools, Calif.

Pub Date 74

Note—24p.

Available from—Julia M. Gottesman, Div. of Curriculum & Instructional Services, Office of Curriculum & Instructional Services, Office of Curriculum & Instructional Services, Office of Curriculum & Instruction

curriculum a instructional Services, Office of the Los Angeles County Superintendent of Schools, 9300 E. Imperial Highway, Downey, California 90242 (\$1.50 paper) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Booklists, *Critical Reading, *In-structional Materials, *Literature Appreciation, *Reading Instruction, Secondary Education, *Reading Instruction, Secondary Education, Teaching Guides, *Teaching Techniques Suggestions are given for over 50 activities which secondary students at many levels can use

with fiction or non-fiction to provide opportuni-ties to read, relate, reflect, and record their thoughts about a book. The primary goal is to help students gain insight into the literary ele-ments that prompt their responses. Stated objectives for each activity are based on the literary elements of action, plot, or content; characterization; setting; theme; and tone, audience, or style. These materials are designed to enable students to engage more easily in the process of talking about books with other students and reshape and about books with other students and resnape and make visible their responses to books. Sug-gestions for grouping are given. Examples of ob-jectives and activities include the following: "analyze the personality of the protagonist by preparing a case study that includes all the known evidence (appearance, age, occupation, principal actions, and their implications) for presentation to a panel of psychiatrists and social workers, or by using all the known evidence to compose a horoscope analysis of the protagonist"; and "demonstrate a process described in a work of nonfiction by creating a photo essay in which the steps of the process are illustrated by the student's own photographs and written captions." (MKM)

ED 117 679 Koenke, Karl

CS 002 392

Ascertaining Knowledge of Reading with the Art-ley-Hardin Inventory.

Pub Date 75
Note—18p.; Paper presented at the Annual Meeting of the National Reading Conference (St. Petersburg, Florida, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Higher Education, *Reading In-

Descriptors—Higher Education, *Reading In-struction, Reading Research, *Reading Tests, *Teacher Education, *Teacher Qualifications, Teachers

Identifiers-*Inventory of Teacher Knowledge of

Reading

The 'iventory of Teacher Knowledge of Reading was administered to a sample of 60 freshmen, 60 juniors, and 60 seniors in elementary educa-tion at the University of Illinois. In addition, it was administered to 60 experienced teachers who had not attended the University of Illinois as un-dergraduates. An analysis of variance of the test scores was significant (F=74.7) and a Newman Keuls showed that the scores of the freshmen, juniors, and seniors were significantly different. Seniors' and experienced teachers' scores did not differ. Items were assigned to the knowledge categories identified by the test authors. Fifty percent of the items were assigned to three knowledge categories by three reading specialists. These categories were reading readiness, word perception, and comprehension-critical reading. KR20 coefficients were too low to suggest use of knowledge categories as subscales. Items with the best characteristics were identified for use as a possible short-form. (Author/MKM)

ED 117 680

CS 002 393

Sugimoto, Roy, Ed. Sagimoto, Roy, 22.

College Learning Skills Today and Tomorrowland;
Proceedings of the Annual Conference of the
Western College Reading Association (8th,
Anaheim, Calif., March 20-22, 1975).

Western Coll. Reading Association. Pub Date 75

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Cloze Procedure, Futures (of Society), *Higher Education, Learning Laboratories, *Learning Processes, Reading Instruction, Reading Programs, *Reading Skills, Standardized Tests, Tutorial Programs

Articles in this publication were presented at the 1975 eighth annual Conference of the

Articles in this publication were presented at the 1975 eighth annual Conference of the Western College Reading Association, the theme of which was "College Learning Skills Today and Tomorrowland." The keynote address presented by Gene Kerstiens was titled "The New Learners: Team for the Entre." Titles of some of the other by Gene Kerstiens was titled "The New Learners: Focus for the Future." Titles of some of the other 36 articles are: "College Learning Skills: Yesterday's and Tommorow's Skills Today," "Dynamics of a Successful Tutorial Program," "Cloze Procedure and the Affective Domain," "Standard Standard dardized Reading Testing in College: Some Cau-tions," "Re-Entry Women: Some Programmatic Considerations," "Monolingual and Bilingual Per-ception of Vocabulary Usage," "A Survey of ception of Vocabulary Usage," "A Survey of Learning Program Centers in U.S. Institutions of Higher Education," "Miscue Analysis: Some Diagnostic and Instructional Implications," "Interfacing Tutoring and Reading Programs: Training Tutors To Do My Job," "Tools for Training Instructors of Adult Reading: Fantasy or Reality, "Self-Paced Instruction--Is It Really Individual-ized?" "The Effect of the Cloze Procedure in Teaching Comprehension to Culturally Different College Students," and "Alternative Learning and Reading." (JM)

ED 117 681

CS 002 394

A Banquet of Books. An Assortment of Engrossing Books for All Ages and Reading Levels. Manitoba Dept. of Education, Winnipeg.

Pub Date Sep 75 Note-216p

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Annotated Bibliographies, Elementary Secondary Education, Fiction, High Interest Low Vocabulary Books, Large Type Materials, *Low Motivation, Nonfiction, *Reading Interests, *Reading Materials Identifiers—*Reluctant Readers

The books listed in this annotated bibligraphy have been selected to assist teachers, librarians and other interested persons in choosing books for reluctant readers. The books present a wide range of high interest material which is not always at a low reading level. Books are listed in three categories: picture books, intended mostly for use with primary grade children; fiction-adventure and mystery, animal stories, fantasy and science fiction, sports stories, miscellaneous fiction, and story collections; and nonfiction--biography, haunted houses, monsters and UFO's, hobbies and crafts, the world of entertainment, Indians of North America, science, sports, wild animals and pets, wings and wheels, and the world at war. Annotations for each entry include bibliographic data, a brief description, print size, vocabulary range, and reading and interest levels.

ED 117 682

CS 002 396

Dempsey, Jane
Diagnostic and Prescriptive Strategies Designed to
Bring Back the Joy. Pub Date 75

Note-20p.; Paper presented at the Annual Meeting of the California Reading Association Conference (Fresno, California, November 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Pos

Descriptors—Elementary Secondary Education, Miscue Analysis, *Psycholinguistics, Reading Achievement, Reading Comprehension, *Read ing Diagnosis, *Reading Instruction, *Reading Interests, Reading Processes, Reading Skills
The diagnostic and prescriptive strategies

presented in this paper are based on the assumption that reading is language, reading is un-derstanding, reading is not an exact process, reading is responding, and reading is enjoyable. The principles of diagnosis based on these assumptions are that diagnosis will be based on the goals of the reading program, will be a on-going process, will be combined with instruction into diagnostic teaching, will be concentrated on those aspects of reading that can be measured, will include a student's self-appraisal, wil evidence a concern for the student's "felt" needs, will in-clude students' interests and attitudes, and will have a developmental emphasis. The diagnostic information needed includes basic skills as well as attitudes toward reading and reading interests. Sources for obtaining this information include a variety of group methods, such as administering standardized intelligence and achievement tests, and individual procedures, such as administering a miscue analysis inventory and holding in-dividual conferences. Prescriptive strategies for bringing the joy of reading to students making a wide variety of books available for stu-dent selection and scheduling a reading time in addition to skill instruction time. (MKM)

Schain, Robert L., Ed. And Others
Developing Reading Skills through Subject Areas;
A Handbook for Secondary School Educators. Pub Date 76

Note-72p.

Available from-George W. Wingate High School Press, 600 Kingston Ave., Brooklyn, New York

11203 (\$5.00 paper)

Document Not Available from EDRS

Descriptors—*Content Reading, *Reading Com-prehension, Reading Instruction, *Reading Skills, Secondary Education, *Study Skills, Teaching Guides, *Vocabulary This handbook includes materials developed by

faculty members of George W. Wingate School in a program to improve reading skills in subject area classes. These materials include lesson plans and various kinds of worksheets. Although the lessons involve many content areas, they are divided into these reading skill subject areas; vocabulary building, finding details, finding the main idea, making inferences, following directions, and other study skills. The premise of this handbook is that as a subject teacher plans and develops a lesson, certain reading skills are involved quite naturally, thereby providing excellent opportunities to build and strengthen those reading skills. The teaching guide was developed as a total school effort to raise student reading levels to the eighth grade level required by New City for graduations from high school ED 117 684

CS 002 398

Bowermaster, Janet Marie The Effects of Choice on Children's Reading Com-

on and Attitudes. Pub Date 76

Note-56p.; M.S. Ed. Thesis, University of Illinois at Urbana-Champaign EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Cloze Procedure, *Elective Reading, Elementary Education, Individualized Reading, Individual Needs, *Individual Power, Masters Theses, *Reading Comprehension, *Reading Interests, Sex Differences, *Student

Attitude

This study was designed to test the effects of choice on the reading comprehension of 92 fifth and sixth grade students. Conducted in an elementary classroom, the test involved having each student read five cloze passages and answer an interest questionnaire about the passages. The experimental variable in this study was choice of topics on a reading task. Children were assigned to either a cued choice, blind choice, or no-choice condition. In the cued choice condition, children chose their reading topics from among alter-natives which were clearly labeled. The blind choice condition offered them a choice, but from among alternatives that were in blank folders so that they had no information about the alterna-tives. The no-choice condition assigned the selections to be read on a random basis. The analysis of central interest in this study was a sex by condition analysis of variance. The performance means were fairly low overall and were similar in magnitude for both sexes. However, the boys in the cued choice condition performed substantially better than the boys in the blind choice and no-choice conditions. The girls had no apparent pat-tern which could be related to the manipulation of the choice variable. (MKM)

CS 002 399

Rosen, Ellen Unell Readability Analysis of SRA Power Builders; An Examination of the Readability Levels of the Power Builder Component of the SRA Reading Laboratory IIIB as Measured by the Dale-Chall Readability Formula.

Pub Date May 75 Note-67p.; M.A. Thesis, California State

Note—67p.; m.c. University, Northridge EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage EDRS Price MF-\$0.83 Reading, Masters Descriptors—*Developmental Reading, Masters Theses, *Readability, *Reading Materials,

Secondary Education
Identifiers—*SRA Power Builders
This study evaluates the readability levels of frequently used literacy materials, the power builder component of the SRA Reading Labora-tory IIIB. A review of the readability literature reveals numerous studies performed on content area textbooks but relatively few studies per-formed on literacy materials. Three questions are asked: (1) What is the Dale-Chall readability level of each power builder? (2) What is the average Dale-Chall readability level of each color and (3) Do the Dale-Chall readability levels for each color level correspond to the readability levels asserted by the publisher? A computer analysis of the power builders indicates that: (1) readability scores for individual power builders range from grade 4.0 to grade 14.0; (2) the average readability score for each level ranges from grade 5.8 to grade 12.2; and (3) the average Dale-Chall readability score for all levels is .2 to 1.4 years higher than the publisher-determined grade level. It was discovered that the readability scores in any one level cover a wide range. The smallest range occurs in purple--3.4 years, while the largest range occurs in aqua--6.5 years. Recommendations are made for applica-tion of the research findings and the revision of the Dale-Chall formula. (Author/MKM)

ED 117 686 CS 002 400

Palmatier, Robert A., Ed.

[The Areas of Legislation and Certification as They Affect the Demand for Graduate Studies in Reading Education.)
Pub Date 76

Note-53p.

Journal Cit—Epistle; v3 n1 Entire Issue Jan 1976 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—Doctoral Programs, *Educational

Legislation, Employment Opportunities, Higher Education, *Reading Instruction, Reading Pro-

rams, *State Standards, *Teacher Educator ducation, *Teacher Educators, Teacher

Education, *Teacher Educators, Teacher Qualifications, Teachers
The "Epistle" is the Publication Forum of Professors of Reading Teacher Educators, which special-interest group of the International Reading Association. The topics considered in this issue are the areas of legislation and certification as they affect the demand for graduate stu-dies in reading education. Charles and Nathaniel Peters relate their experiences with legislative action in Michigan to the need for similar assertive-ness by reading professionals at the national level. Anne Adams describes the successful effort of the North Carolina Association of College Professors of Reading to upgrade the status of reading instruction at pre-service, graduate, and public school levels. Kemble Oliver summarizes information on new certification action affecting reading programs supplied by correspondents in eighteen states. Regular features are "Movers," which endeavors to record the job choices of new graduates and the relocation of others; "Job Report," which lists positions available to doctoral-degree holders; and "For The Time Capsule," which contains notes of interest to reading professors.

ED 117 687 CS 002 401 Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. Macmillan Co., New York, N.Y.

Pub Date 75

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Discriminatory Attitudes (Social), Elementary Secondary Education, *Guidelines, *Instructional Materials, *Nondiscriminatory Education, Racial Discrimination, *Racism, Reading Materials, Sex Discrimination, *Sex Stereotypes, Social Discrimination, Textbook Publications

The guidelines in this booklet have been prepared to help authors, artists, and editors cope with problems inherent in presenting educational materials that give children an unbiased view of the full range of human potential. Contents are divided into three main sections. The guidelines for treatment of the sexes focus on general content, language usage, and avoiding sex stereotypes in art. The guidelines for treatment of races and minorities deal with general content, content for specific groups (Black Americans, American Indians, Hispanic Americans, Asian Americans, and Jewish Americans), and avoiding racial and minority stereotypes in art for the same groups. The subject area guidelines concentrate on avoiding sexism and racism in 11 key classroom areas of study: reading; general social studies; elementary social studies; sigh school social studies; literature; grammar, composition, and spelling; foreign language; family life (home economics); mathematics; science; and music. Each of the sections in the booklet's guidelines gives detailed examples of negative and positive treatment. (JM)

ED 117 688 CS 002 402 Oversight Hearing on Reading Programs and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13,

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

JMI

Note—90p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors-Adult Basic Education,

Descriptors—Adult Basic Education, Childrens Books, Community Involvement, *Educational Legislation, Elementary Secondary Education, Functional Illiteracy, *Literacy, National Competency Tests, *National Programs, National Surveys, *Reading Achievement, *Reading Programs, Reading Tests

Identifiers—H R 8304, H R 9048, National Assembly Reading Fests

sessment of Educational Progress, Reading is Fundamental, Right to Read

Fundamental, regnt to Read
Two bills concerning national reading programs
were the subjects of a hearing held in Washington, D. C. on November 13, 1975, by the Subcommittee on Elementary, Secondary, and Voca-

tional Education of the Committee on Education and Labor of the House of Representatives. H. R. 9048 is a bill to provide federal assistance for the distribution of inexpensive books to school children; H. R. 8304 is a bill to amend the national reading improvement program to provide more flexibility in the types of projects which can be funded. Representatives present for the hearing were Carl Perkins, Shirley Chisholm, Leo Zeferetti, George Miller, Albert Quie, and John Buchanan. Topics for presentation and discussion were the level of national reading achievement and literacy, factors involved in reading achieve-ment, the National Assessment of Educational Progress, the Right to Read Program, and reading academies for adults sponsored by Right to Read. Statements about the above topics were presented by Terrel Bell, U.S. Commissioner of Education, Department of Health, Education, and Welfare; Andrew Porter, Acting Associate Director for Basic Skills, National Institute of Education; and several of the officials of the above named national programs. (MKM)

ED 117 689

CS 002 403

Harris, Cleveland J. Social Reinforcement to Increase the Utilization of Library Books by Sixth Grade Pupils. Pub Date 75

Note—10p.; Paper presented at the Annual Meet-ing of the Mid-South Educational Research As-sociation (Jackson, Mississippi, November 12-

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Books, Elementary Education, Grade 6, *Individual Reading, *Libraries,
Motivation Techniques, Positive Reinforcement, *Reading Habits, *Social Reinforcement All sixth grade pupils in the largest elementary school in New Orleans were involved in a study school in New Orleans were involved in a study to assess the effects of social reinforcement on the use of library books. The number of library books used by both experimental and control groups was ascertained and compared. Standard arithmetic procedures were used to establish baseline, experimental, and postexperimental phases for the study. The treatment for the experimental classes consisted of social reinforcement in the form of praise by the librarian when the pupils returned their borrowed library books to the librarian personally instead of placing the books in the usual place. The members of the classes not having used library books were ignored. It was concluded that social reinforcement can (a) increase the utilization of library books by sixth grade pupils and (b) it can in-crease proper care and prompt returning of libra-ry books by sixth grade pupils. (Author/JM)

ED 117 690

Duckworth, Leonard F. Implementing the Texas Right-To-Read Program
Procedures in the East Central Independent
School District Phases II, III, and IV.

Note-169p.; Max II Practicum for D.Ed., Nova University

EDRS Price MF-\$0.83 HC-\$8.69 Plus Por Descriptors—Elementary Education, *Models, *Practicums, Program Budgeting, *Program Content, *Program Descriptions, Evaluation, *Reading Programs Identifiers—*Right to Read

The purpose of this practicum was to improve the reading program at a San Antonio elementary school in grades one through three and to provide a model for expansion to grades four and five and to other elementary schools in the area. The Texas Right to Read format was used as a guide to implementing the program. This document introduces the program, discusses the background of the program, states the problem, and discusses the practicum design and execu-tion. Also included is an evaluation, a calendar of practicum activities, a summary and conclusion, a follow-up report, and an analysis of data in the appendix. The six appendixes include such topics as Right to Read Program Planning Procedure, Right to Read Definition of Terms, Sequence of Skills and Performance Objectives, Performance Objective for each Component of the Reading Project, Tutorial Home Work Centers Program, Individual Reading Records, Standardized Tests Enclosures, Budget Report, and School InformaED 117 691

CS 002 405

Westbrook, Colston R. Suprasegmental Aspects of Reading Interference. Pub Date 75

Note-14p.; Paper presented at the Southwest Area Linguistic and Language Workshop (SWALLOW IV) (San Diego, April 10-12,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Dialect Studies, Language Research, *Linguistics, *Negro Dialects, Psycholin-*Linguistics, *Reading Difficulty, *Research Needs, Sociolinguistics, *Suprasegmentals Identifiers—*Black English

Information is presented in this paper regarding suprasegmental features of Black English thay may cause reading interference for some Black children. Much of the research concerning read-ing problems of many Afro-American students ses the segmental differences of the phonology, the morphology, the syntax, and lexical selec-tion between two dialects of American English referred to as Black English and Standard English. Not enough attention has been given to suprasegmental features of Black English such as intonation (pitch, stress, and juncture), prosody, and loud-speaking. Black English is a speech that has common African core elements fused with English. The process of the fusion begins with American languages through a pidginization stage, through a creolization stage (the language called Gullah), to a decreolization stage, to the output-Black English. One can assume that some African language features have been retained and research studies are cited showing that suprasegmental features, especially pitch, are important to the understanding of Black English. Pitch has se-mantical as well as phonemic significance; certain intonational patterns in Black English may be misunderstood by white teachers who are checking comprehension through oral reading. (MKM)

ED 117 692 CS 002 407

Logan, Juanita

Reading Strategy Project, 1974-75 Evaluation.
Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Jan 76 Note-67p.; Not available in hard copy due to

marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Available from EDRS.

Obscriptors—Achievement Tests, Attitude Tests,
Criterion Referenced Tests, *Diagnostic Tests,
Intermediate Grades, *Program Evaluation,
*Reading Diagnosis, Reading Habits, *Reading
Programs, Reading Research, Reading Tests,
*Remedial Reading

Identifiers-*Reading Strategy Project

This is a report on the evaluation of the Reading Strategy Project operated in 46 public and eight non-public schools during the 1974-75 regular school year. This project served 7,698 pupils. The design of the instructional format of the Reading Strategy Project was one which utilized a criterion-referenced diagnostic reading test, locally constructed, to identify degrees of accuracy within sub-skill areas of comprehension, vocabulary, auditory discrimination, syllabication, beginning and ending sounds, blending, and sound discrimination. Special teachers provided help to the classroom teachers. Evaluation was directed toward determination from test data and the subjective opinions of parents, teachers, principals, and project staff the extent to which the project had met its product objectives. Some of the findings drawn from the evaluation procedures were: (1) Based on a sample of 85 students, it was determined that 82 percent of fourth grade and 80 percent of fifth grade participants attained the objective criteria based upon 80 percent mastery of the Diagnostic Reading Probe posttest; (2) Fifty-three percent of the sample maintained and/or increased their stanine status from third to fourth grade; and (3) Increased positive attitudes toward reading were observed by teachers. (MKM)

ED 117 693 CS 002 409

Reichurdt, Konrad W. Wilson, John A. R.
Psychophysiological Correlates of Reading
Dysfunction in Junior College Students with a
Long History of Reading Problems.

Note—25p.; Paper presented at the Annual Meeting of the International Reading Association (New York, May 12-13, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Affective Behavior, Biology, Dyslexia, *Emotional Response, Feedback, Ju-nior Colleges, *Neurological Organization, Psychological Studies, *Psychophysiology, Reading Difficulty, Reading Processes, *Remedial Reading

Psychological Studies, Reading Difficulty, Reading Processes, *Remedial Reading
This study was undertaken to measure emotional expression as mediated by the automatic nervous system during reading and during other tasks related to school work. Subjects for this research were eight normal readers, reading above the 46th percentile on the Davis Reading

Test Form 1-A, used as a control group and sixteen abnormal readers drawn from a junior college remedial reading center, who tested at the 1st to 25th percentile. The abnormal group was split into two sub-groups termed hypotensive or hypertensive according to their behavior during reading. Physiological data were collected during the reading process using a polygraph machine and a psychogalvanoscope. The data introduced evidence to the effect that two opposing, coping behaviors are evidently associated with long term reading dysfunction. The first is a hypotensive reaction indicating a drop below the normal actreaction indicating a drop below the normal activation or arousal necessary for optimal processing of information, registration and storage to occur. The other reaction is one of hypertensiveness where all arousal mediating sympathetic nervous system factors are activated. into an alarm reaction, making it equally difficult to attend to external stimuli and information processing as during reading. The control group exhibited a moderate range of emotions. (MKM)

ED 117 694

CS 002 414

Caffee, Claude Earl
Bibliotherapy: Its Effect on Self-Concept and Self-Actualization.

Pub Date 75

Pub Date /5
Note—117p.; Ed.D. Dissertation, East Texas
State University
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-4623, MFilm \$7.50, Xerography \$15.00)
Document Not Available from EDRS
Descriptors—*Behavior

Development,
*Bibliotherms. Doctors! Theses Empirional

*Bibliotherapy, Doctoral Theses, Emotional

Adjustment, *Interpersonal Relationship, *Reading Research, Secondary Education, *Self Concept

This research was designed to investigate the therapeutic value of bibliotherapy in effecting changes in the growth process (self-concept and self-actualization) of the individual in group counseling. Forty-two secondary school students enrolled in a high school in Texas participated in the study on a volunteer basis. The subjects were assigned to one of three groups; group one met with the investigator each week and, in addition, subjects were assigned various materials to be read; group two was assigned reading materials and met on an individual basis periodically with the investigator to determine progress on assigned the investigator to determine progress on assigned reading materials; and group three was a control group. All participants completed the Personal Orientation Inventory Scales and the Bergez-Acceptance of Self and Others Scale before and after the bibliotherapeutic treatment. It was found that bibliotherapy as defined in this study did not increase subjects self-concept and self-actualization scores; however, it was concluded that the value of bibliotherapy may lie in its ability to the value of bibliotherapy may lie in its ability to bridge the gap in developing deeper involvement in interpersonal relationships and more accepting activities toward others. (TS)

CS 002 438 ED 117 695

Klaus, David J.

Patterns of Peer Tutoring. Final Report. American Institutes for Research in Behavioral Sciences, Washington, D.C.

Senavioral Sciences, wasnington, D.C. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Report No—AIR-47000-2-75-FR Bureau No—4-0945

Pub Date Feb 75

Grant-NIE-G-74-0061

Note-138p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Cross Age Teaching, Elementary Secondary Education, Grouping (Instructional Purposes), Individualized Programs, Language

Arts, Mathematics Instruction, *Peer Teaching,
*Reading Instruction, *Reading Programs,
Reading Research, Teaching Guides, *Tutorial
Programs, Tutoring, *Tutors
Peer tutoring and other innovative uses of stu-

dents in teaching roles have received considera-ble attention because of the academic and social gains which can be observed among participating gains which can be observed among participating often encounter difficulty in devising workable programs for their own classrooms, however, because most currently available information fails to integrate what has been learned from individual projects throughout the country. This in-terpretive study combines an examination of rele-vant literature and field observations of several ongoing peer tutoring programs in a guide for school personnel. The guide contains descriptions of both structured and flexible approaches to tutoring in reading (8 programs), all subjects (3 programs), spelling/English (1 program), and math (1 program). It also provides suggestions intain (1 program). It also provides suggestions for teachers on how to design and implement a program of peer tutoring which is responsive to the particular needs of their individual class-rooms. The bibliography lists 206 published articles, ERIC documents, and doctoral dissertations on near tutoring (Author/MKM). on peer tutoring. (Author/MKM)

ED 117 696 CS 202 164 English for Mixed Ability Classes in the Common Course: Some Suggestions for the Designing of Programmes and for the Structuring of a Session's Work.

Aberdeen Coll. of Education (Scotland).

Pub Date Apr 74

Note—109p; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.
Descriptors—Composition Skills (Literary), Content Reading, Creative Dramatics, Discussion (Teaching Technique), *English Instruction, *English Programs, *Heterogeneous Grouping, Literature, Projects, Remedial Instruction, Secondary Education, Superior Students Identifiers—*Mixed Ability Classes
The program outlined in this document focuses on the problems and challenges of teaching English

on the problems and challenges of teaching English to mixed ability classes. The document is divided into three parts. The first part lists the aims and principles guiding the program, while the second (and main) part details the various sections of the program, such as projects, close read-ing, literature, languages, personal writing, private reading, creative drama, remedial work, class discussions, and exceptional ability work. The third part consists of five appendixes which illustrate the organization and application of selected points in the program. (JM)

ED 117 697 95 CS 202 172 An Evaluation of the English Language Skills Acceleration Project, FY 1974.
Trust Territory of the Pacific Islands

Spons Agency-Office of Education (DHEW),

Washington, D.C. Pub Date 74

Note-158p.; Not available in hard copy due to marginal legibility of original document; Three reading tests were removed due to copyright

restrictions
EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS. Descriptors—*Accelerated Programs, Grade 9, *Language Arts, *Language Skills, Projects, Reading Comprehension, Reading Diagnosis, Reading Programs, Reading Readiness, *Read-ing Tests, Structural Analysis, Vocabulary, Word Study Skills

Hentifiers—Elementary Secondary Education Act
Title I, *English Language Skills Acceleration
Project, ESEA Title I

An evaluation of the English Language Skills Acceleration Project, a program used in ninth-grade reading instruction in two high schools in the Marshall Islands, is provided in this report. Included are a description of the program and its activities, a discussion and comparison of test results, an evaluation of the behavioral objectives with comments on possible revisions, and a list of recommendations for inclusion in the following year's program. The major portion of the docu-ment consists of the following material in seven appendixes: material covered by Marshall Islands High School (MIHS) target group in SRA kits I-C, II-A; histograms of Hawaii Reading Tests

results for target and control groups; histograms of Stanford Diagnostic Reading Test for MIHS target group; histogram of Stanford Diagnostic target group, instogram or Stantord Diagnostic Reading Test for MIHS control group; histograms of Stanford Diagnostic Reading Test for Assump-tion High School target group; a histogram of Roswell-Chall Word Analysis Test for MIHS tar-get group; and a comparative summary of test results for each group. (JM)

ED 117 698 CS 202 334

Spotlight on Drama in the Classroom, K-6. Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 75

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Class Activities, Creative Dra-matics, Dialogue, *Drama, *Dramatic Play, Dramatics, Elementary Education, Instructional Materials, *Learning Activities, Primary Educa-tion, Speech Instruction

This booklet was developed from the premise that the activity of drama is central to a child's language experience. Its purpose is to help the classroom teacher initiate drama activities, understand the relationship of the activities to one another, use drama activities as an integral part of the classroom curriculum, and determine of the classroom curriculum, and determine whether the drama program is accomplishing its intentions. The booklet begins with a foreword, notes for teachers and administrators, and an introduction. The first section, "Acting," contains an overview as well as the concepts, goals, and activities for the exploration of movement, speech, and improvisation. The second section, "-Playmaking," contains an overview and concepts, goals, and activities for the exploration of plot, character, theme, and dialogue. The final section offers instructional guidelines and goals for the audience, another essential component of the art of drama. (TS)

ED 117 699 CS 202 441

Breneman, Beth
Reaction: The Cloze and the Composition Process. Pub Date 75

Note-6p.; Paper presented at the Annual Meet-ing of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors— "Cloze Procedure, "Composition (Literary), "Diagnostic Tests, Language Arts, "Language Handicaps, Language Instruction, "Language Research, Language Skills, Teaching Methods, Test Construction

This paper describes the value of the cloze procedure for teaching language and composi-tion, classroom diagnosis of language difficulties, and research into the process of composition.

Any aspect of language structure, including word order, form class words, connectives, inflectional endings, and function words, could be taught through use of the cloze. Cloze tests could be constructed as diagnostic instruments by first ob-serving the student and then examining his or her writing. Finally, the cloze procedure is a technique which may lend itself to an investigation of the composition process. (LL)

ED 117 700 CS 202 443 Waterman, Margaret

DARE: A Showcase of Linguistic Change. Pub Date 75

Note—28p.; Paper presented at the Annual Meet-ing of the National Council of Teachers of En-glish (65th, San Diego, California, November 26-29, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—"American English, Idoms, Lan-guage Research, "Language Variation, "Lin-guistic Patterns, "Linguistics, National Surveys, "Regional Dialects, Social Dialects

Identifiers-*Dictionary of American Regional

English

Answers to three of the questions used in gathering material for the Dictionary of American Regional English (DARE) are analyzed in this paper. The data was collected state by state, and the number studied in each state was based on the 1960 population figures and known patterns of settlements and migrations. In the first question, the informants were asked to supply a word for the blank in "When people bring baked dishes, salads and so forth to a meeting place and share them together, that's a meal." Of the

131 different answers, the five most frequent were: potluck 459, covered dish 425, picnic 60, tureen 25, and carry-in 23. The second question was the open question, "What names do you have around here for men's haircuts?" 362 different answers to this question were collected, among the most common being: crew 667; flattop 360; butch 266; Beatle 166; and pompadour 81. In the third question, the informant was asked to fill in the blank in "He doesn't amount to The most frequent answers were: hill of beans 547; row of pins 168; much 81; anything 64; damn 42; and tinker's damn 38. (LL)

ED 117 701 CS 202 444

ED 117 701

McCombs, Maxwell And Others

Why People Subscribe and Cancel; A "Stop-Start"

Survey of Three Daily Newspapers. An ANPA

News Research Center Study, News Research Bulletin, No. 3.

American Newspaper Publishers Association, Washington, D.C.

Pub Date Apr 74

Note—30p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Content Analysis, Media Research,
*Newspapers, News Reporting, *Reading Habits, *Reading Interests, *Social Attitudes, Surveys

Identifiers-Newspaper Circulation, *Newspaper

Subscriptions

This study examines the reasons for cancellations of the newspaper, who makes the decision to stop the newspaper in each household, why the subscriber initiated service and who makes this subscreter initiated service and who makes this decision, and why people read a newspaper. The sites selected for this study were Evansville, Indiana ("Evansville Press"), Raleigh, North Carolina ("The News and Observer"), and Los Angeles, California ("Los Angeles Times"). The study of new subscribers and those cancelling their subscriptions demonstrates that readers take a newspaper for both news coverage (content) and for psychological satisfaction (relaxation and enjoyment), but that they stop taking the newspaper mainly because of unsatisfactory delivery service, the cost of the newspaper, and lack of time to read the newspaper. While the decision to sub-scribe to a newspaper is usually a joint one, the decision to stop seems to be rather evenly divided among husbands, wives, and joint agreements. Husbands and wives seem to take the newspaper for about the same reasons, but to stop it for slightly different reasons. While reasons for taking the newspaper fall into two groups (content and psychological satisfaction), the reasons for stopping the newspaper are more diverse. (Tables are included). (RB)

ED 117 702 CS 202 445 Two Studies of Mass Media Use by Contemporary Young Adults. News Research Bulletin No. 5.

American Newspaper Publishers Washington, D.C.

Pub Date Aug 74

IMI

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavior Patterns, Higher Educa-tion, Journalism, Mass Media, Media Research, *Newspapers, Periodicals, *Political Issues, tion, Journaism, Mass Media, Media Research, *Newspapers, Periodicals, *Political Issues, Radio, *Reading Habits, *Television Viewing, Voting, *Young Adults This issue of the "News Research Bulletin"

contains reports on two studies of media use by contemporary young adults. The first study analyzes the media behavior of 447 randomly selected respondents in Virginia Beach, Virginia in the summer of 1973. Some of the highlights of the study were that about 90 percent of the young people report doing at least some reading in a daily newspaper several days a week or more often; most television viewing time is given to en-tertainment and non-news information; a majority believe television is the most accurate of the four major mass media; and a majority say that newspapers provide the most complete coverage of events. The second study concerns 292 ran-domly selected young voters (ages 18-20) and their use of the mass media during the 1972 pre-sidential election campaign. Some of the findings in this study were that 42 percent of the students said newspapers are the best way for "keeping up with what is going on in the world today" while 27 percent selected television; and the data sup-2.7 percent selected television; and the data support, although they do not prove, the hypothesis that the mass media tend to set the agenda for people concerning the most important issues. (RB) ED 117 703 CS 202 453

Skornia, Harry J.
Television and the News: A Critical Appraisal. Pub Date 74

Note—217p.

Available from—Pacific Books, Publishers, P.O. Box 558, Palo Alto, California 94302 (\$3.95

Document Not Available from EDRS

Descriptors—*Analytical Criticism, *Censorship, Freedom of Speech, Higher Education, *Jour-nalism, Mass Media, News Media, *News Re-

naisin, wass media, leves media, "News Reporting, Radio, "Television Identifiers—"Broadcast Journalism
This book contains a documented critical analysis of the state of broadcast journalism in the United States. It also examines the conditions that prevent news broadcasting as a practice from height a profession and supports the preded to being a profession, and suggests steps needed to achieve professionalism in providing the kind of news service the nation needs but is not getting. Some of the journalistic practices which are viewed critically include news reporting from the teletype, plagiarism from other media, selection of the visual over the significant, overemphasis on firstness and fastness, preference for the obvious, conflict or violence, and sponsor and industry censorship or taboos. The book suggests that there is considerable evidence--much of it emanating from within the industry itself--that news broadcasting is neither adequate to national needs, nor free from various pressures--governmental, sponsor, management, sales--that seri-ously restrict the flow of information. Suggestions improving broadcast journalism are included.

ED 117 704 CS 202 454

Pietila, Veikko
Gratifications and Content Choices in Mass Media

Tampere Univ. (Finland). Research Inst. Report No-N:0-22/1974 Pub Date 74

Note—86p.; Some pages may reproduce poorly
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Adult
Higher Education, *Mass Media, *Media

*Media, *Media,

Research, *Need Gratification, Newspapers Identifiers—Finland

The three primary aims of this report were to investigate whether or not the single gratifications associated with the use of different mass media form some gratification dimensions more basic in their nature; to explore in what way these dimentheir nature; to explore in what way tinese dimen-sions are related to the actual mass media con-tent choices of the audience; and to investigate the way education is related to the kinds of gratifications obtained from media and to the kinds of content consumed from them. The data for these inquiries were collected from various groups of people in Finland. The first chapter discusses the background of the report. The second chapter discusses the structure of gratifi-cations, examining such topics as dimensions of gratifications associated with mass media use and summarizing the conclusions. The third chapter discusses dimensions of gratifications and content choices, examining such topics as relationships between gratification dimensions and content choices with respect to newspapers and sum-marizes the conclusions. The fourth chapter discusses education and the dimensions of gratifications and content choices. The fifth chapter contains a summary and final conclusions. (TS)

ED 117 705 Pietila, Veikko CS 202 455

People's Conceptions of Mass Media: A Study about the People's Conceptions as to the Sig-nificance of the Mass Media and Their Func-tions before and after the Introduction of Television.

Tampere Univ. (Finland). Research Inst. Report No-N:O-16/1971

Pub Date 71

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Attitudes, Audiences, Broadcast Television, *Changing Attitudes, Higher Educa-tion, *Mass Media, *Media Research, National Surveys, News Media, *Public Opinion, *Television Research Identifiers-*Lapland

This report deals with several questions con-cerning the Finnish people's conceptions of the ass media, especially in a situation when the introduction of a new medium, television, is chang-ing the field of mass communication. The subjects for the survey were television owners and non-owners in Lapland. The questions dealt with in this descriptive survey are the following: what is the significance attached by people to televi-sion and what are the functions which they consider television to fulfil for them; how does the introduction of television affect conceptions as to the significance and functions of the other mass media; what advance ideas do people have as to the importance and functions of television, and how do these advance ideas correspond to their actual experience; and what are the factors underlying the conception of television as significant in general and as a means of fulfilling certain functions, such as the transmission of news, general information, art and entertainment. (TS)

ED 117 706

CS 202 456

Lent, John A. Malaysian Chinese and Their Mass Media: Histo-

Malaysian Chinese and Their Mass Media: History and Survey.

Pub Date Aug 74

Note—18p.; Reprinted from "Asian Profile," Vol.

2, No. 4, August 1974

EDRS Price MF-50.83 Plus Postage. HC Not

Available from EDRS.

Available from EDRS.
Descriptors—*Broadcast Industry, *Chinese, Chinese Culture, *History, *Mass Media, News Media, *Newspapers, News Reporting, Periodicals, Publications, Radio, Television Identifiers—*Malaysia
The traditions of the Chinese press in Malaysia go back 160 years to Malaysia's first Chinese-language newspaper, considered by scholars, as the

guage newspaper, considered by scholars as the first modern periodical anywhere. Since then, this press has aided Christian missionary efforts in China and Southeast Asia, helped develop per-manent Chinese communities in the Malay peninsula, called for both reformist and revolutionary movements in China, fought against the Japanese during World War II, and supported the forma-tion of a Malaysian state--all the while trying to retain valuable aspects of Chinese culture. Curretain valuable aspects of Chinese culture. Currently, the Malaysian Chinese community is served by 26 newspapers (23 are dailies), a few local magazines, a Chinese section of Radio Malaysia, and a daily Chinese newscast and limited drama on television. Readership of Chinese papers is the highest of any ethnic press in the country. In the future, most of the Chinese papers, falling under the ownership of Alliance government parties, will have to report according to government standards and, while Chinese broadcasts could be diminished because of language restrictions, it would be a long time before Chinese would be discarded as a broadcast lan-guage. (JM)

ED 117 707

CS 202 457

Lent, John A.
International News in United States Media: Myths, Stereotypes and Realities. Pub Date 75

Note-17p.; Paper presented at "New Trends in Teaching Asia Workshop" (Temple University, Ambler Campus, October 24, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Foreign Relations, International Organizations, Journalism, *Mass Media, *News Media, Newspapers, *News Reporting, Radio, Television

Radio, Television Identifiers—"International News Research conducted during the past 20 years reveals that, except for the "New York Times," "Christian Science Monitor," and "Wall Street Journal," United States daily newspapers are not known for outstanding international news coverage; that European, English, Canadian, Latin American, and Asian newspapers use disproportionally larger amounts of international proportionately larger amounts of international news than their American counterparts; and that the United States is covered much more thoroughly in the press abroad than foreign na-tions are reported in the United States press. In trying to account for these facts, it may be seen that in the United States international news coverage and usage are: often determined by considerations of international diplomacy, national government and military policies, and historicalcultural heritage; often crisis oriented; often affected by censorship policies and image building activities of other countries; affected by a dwindling corps of adequately trained correspondents abroad and by globally blind editors cemented to their swivel chairs stateside; and guided by an American public not generally noted for being cosmopolitan or well informed on world affairs.

ED 117 708 CS 202 459 Report of School and College Conference on English. Annual Mid-Winter Meeting.

School and Coll. Conference on English.

Pub Date 67

Note-48p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-90.83 BIC-92.00 ruls rostage
Descriptors—*American English, Authors, Campuses, Composition (Literary), Computers,
*Conference Reports, Creoles, *Dialect Studies, *English Instruction, Higher Education,
Nonstandard Dialects, Secondary Education
Identifiers—*School and College Conference on

This document contains the papers presented at the 1966-67 annual midwinter meeting of the School and College Conference on English. The School and College Conterence on English. The titles and authors are: "A Report on the Urban Language Study Project" by J. L. Dillard; "Creolized American English, Some Problems and Solutions" by Melvin J. Fox; "Recent Changes in American English" by Albert H. Marckwardt; "Authors on Campus" by Jerre Mangione; and "Computer Evaluation of Student Prose" by Arthur Daigon. Also included are the treasurer's report for 1966-67 and a proposed system of rotation for college representatives to the executive committee of the conference from 1966 to 1972. (JM)

ED 117 709 CS 202 460

Tennyson, Robert D. Tennyson, Carol L.
Rule Acquisition Design Strategy Variables:
Degree of Instance Divergence, Sequence, and Instance Analysis.
Pub Date 75

Note-30p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-\$0.83 HC-\$2.00 Flus Fostage Descriptors—*Educational Research, *Learning, *Learning Characteristics, *Learning *Learning Characteristics, *Learning Processes, Learning Theories, Secondary Edu-cation, *Teaching Methods

Three design strategies directly related to the development of instructional materials for rule learning were investigated. In the first of two experiments using both male and female tenth grade students, the degree of divergence between instances showed that contrasting irrelevant fea-tures resulted in better performance than matching irrelevant features. The data analysis from experiment 2 showed that when two contex-tually similar rules were learned simultaneously, student performance was superior to that of students who learned the rules successively. When the students were provided with an analysis of how a given instance represented the application of a grammatical rule, performance was better than without this analysis. The results were discussed in relationship to a prescriptive theory of instruction. (Author/LL)

ED 117 710 CS 202 461

Buckley, Edmund H.

A Programmed Approach to the Remediation of Communication Skills at Santa Rosa Junior Col-

Pub Date Jan 75

Note-44p.; Ed.D. Practicum, Nova University EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Communication Skills, Composition Skills (Literary), Descriptive Writing, Doc-

tion Skills (Literary), Descriptive Writing, Doctoral Theses, *English Instruction, Expository Writing, *Individualized Programs, Junior Colleges, *Programed Instruction, *Remedial Instruction, Sentence Structure, Transformation Generative Grammar

This practicum describes the development of an individualized approach to the remedial English program, including production of materials, implementation of an experimental section, and evaluation of the project. Two courses were com-bined: English for students needing intensive help and English for students with somewhat better skills. All students began working with transformational based materials to develop effective sentence structure and moved on to workbooks which presented principles for writing narrativedescriptive, expository, and argumentative essays. All students were urged to progress as quickly as possible, with 100 students expected to complete the program in one semester and 105 expected to take two semesters. Little group instruction took place. Pretest and posttest scores, grades, and student questionnaires indicated significant im-provement in writing skills and a generally favorable attitude toward the program, with dissatisfaction in the grammar component. Recommendations include changes in the method of teaching grammar, development of additional or alternate language skills units, and more group activities to complement the individual work.
(Author/JM)

ED 117 711 CS 202 462

McPherson, Elisabeth

All God's Children Don't Got Shoes. . .

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, Missouri,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, Composition (Literary), *Composition Skills (Literary), *English Instruction, Higher Education, Junior Colleges, Student Interests, Student Rights

Of the various accomplishments of the Con-ference on College Composition and Communicaterence on Cottege Composition and Communica-tion during the 1970's, three decisions have been outstanding: organizing and assisting two-year college English teachers, supporting the racism and bias committee, and adopting the resolution on the students' right to their own language. These decisions, with their roots in the 1950's and 1960's, are aiding composition instruction to develop into a college course with its own integrity in which students learn to control their own ideas and to write by catching, examining, and keeping their experiences. There are many good approaches for helping students to realize that what they have to say counts and that writing is not to be done according to a formula. (JM)

ED 117 712

CS 202 463

McElreath, Mark P. A Comparative Analysis: The Structure and Func-tion of Task-Oriented Communication within Complex Organizations.

Pub Date 75
Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Ontario, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage EDRS Price MF-S0.83 HC-S1.67 Plus Postage Descriptors—*Communication (Thought Transfer), Data Analysis, Data Processing, *Feedback, *Information Processing, Intercom-munication, *Organizational Communication, Organizations (Groups) The research presented in this paper demon-strates that Katz and Kahn's (1966) distinction

between people-processing and object-processing organizations is a useful classification scheme that organizations is a useful cassimication science that can help explain differences in organizational communication systems. To assess the usefulness of Katz and Kahn's scheme, data derived from a sample of more than 4,000 organizations in Wisconsin were analyzed to determine whether wisconsin were analyzed to determine whether the structure and function of communication systems used by people-processing and object-processing organizations vary systematically. The analysis focused on variances in measures of the structure and function of the water-use (taskoriented) communication systems used by these different types of organizations. The research findings support the proposition that an organiza-tion's through-put will significantly influence the structure and function of the organization's taskoriented communication system. Object-processing organizations in this study scored significantly higher on the data acquisition inde than people-processing organizations. Also, the evidence indicates that object-processing organizations place much more emphasis on data transportation than do people-processing or-ganizations, probably due to the immediate de-mands of the marketplace. (LL)

ED 117 713 CS 202 464 Popovich, Mark, Comp. And Others Indiana Newspaper History: An Annotated Bibliography. Sigma Delta Chi, Muncic, Ind.

Pub Date Jan 74

Note-57p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Annotated Bibliographies, Books, Directories, *History, Journalism, Local Histo-ry, News Media, *Newspapers, Periodicals

Identifiers-*Indiana

The purposes of this bibliography are to bring together materials that relate to the history of newspapers in Indiana and to assess, in a general way, the value of the material. The bibliography contains 415 entries, with descriptive annotations, arranged in seven sections: books; special materials; general newspaper histories and lists of publians, general newspaper insorres and risks to publi-cations; periodicals; Indiana histories and related monographs; county histories; and directories, al-manacs, and gazetteers. An index of authors and subjects concludes the bibliography. Material was gathered from Indiana and other periodicals, Indiana history books, and Indiana county and local histories (masters theses or doctoral dissertations about Indiana journalism are not included). (JM)

ED 117 714 CS 202 465

Crowell, Alfred A.

Creative News Editing. Second Edition. Pub Date 75

Note-219p.

Available from—William C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$9.95 cloth)

Document Not Available from EDRS

Descriptors-*Editing, Graphic Arts, Higher Eduescriptors—"Editing, Graphic Arts, Higher Edu-cation, Journalism, Layout (Publications), *Newspapers, Photography, Printing, *Produc-tion Techniques, *Staff Utilization, *Technological Advancement Designed to teach college students how to edit,

this book provides an overview of skills required to produce the newspaper, emphasizing the edit-ing of copy, the writing of headlines, and layout ction techniques. The author discusses several theories about how to edit newspapers; the importance of staff organization on metropolitan dailies, medium-sized dailies, and small-town papers; the role of the editor-in-chief; different views of what constitutes standard English; picture cropping; the introduction of cathode ray tubes and optical character readers; the function of headlines; and the preparation of copy obtained from the news wires. Special attention is given to technological advancements that are being implemented by the newspapers, and the production of newsmagazines is covered. A glossary of newspaper terminology and a bibliog-raphy are appended. (RB)

ED 117 715 CS 202 466

Middleton, Doris Marie
A Study of Advanced Placement English in the Memphis City School System, Memphis, Ten-

Pub Date 75

Note-117p.; Ph.D. Dissertation, The University of Mississippi
Available from—University Microfilms, P.O. Box

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-461, MFilm \$7.50, Xerography \$15.00) Document Not Available from EDRS Descriptors—"Advanced Placement, "Advanced Placement Programs, Advanced Students, Doctoral Theses, Educational Research, "English Instruction, Program Descriptions," Program Instruction, Program Descriptions, *Program Effectiveness, *Program Evaluation, Secondary

Education Identifiers—Tennessee (Memphis)

Identifiers—Tennessee (Memphs)
The purpose of this study was to determine whether students enrolled in Advanced Placement (AP) English in the senior year in the Memphis (Tennessee) City School System entered college immediately on graduation in greater proportions than students who were enrolled in other senior English courses. It was concluded that the number of students enrolled in AP courses remained relatively constant over a period of years, AP English students in the Memphis Schools resembled other students cited in the literature on such courses; and the probability that a student enrolled in an AP English course commend to an ethical enrolled in the contract of the course of the c compared to a student enrolled in a regular senior class would request a transcript to be sent to a college was significant at a very high level of confidence. Recommendations based on the results of the study are included. (Author/RB)

ED 117 716 CS 202 467

Holmes, Leigh Howard

Literary-Vocational Relationships in the American Educational Context, From 1820: Implications for Instruction.

Pub Date 75 Note-297p.; Ph.D. Dissertation, University of Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-30,042, MFilm \$7.50, Xerography \$15.00) Document Not Available from EDRS

Descriptors—Curriculum Development, Doctoral Theses, *Educational History, Educational Philosophy, *Educational Theories, *General Education, Junior Colleges, *Literature Appreciation, Secondary Educa-tion, *Vocational Education In order to locate means to enhance student

In order to locate means to enhance student vocational preparation through the study of literature, literary-vocational relationships are identified or inferred in selected aspects of the American educational context. The first two chapters introduce the study and survey background influences, while the third and fourth chapters examine the historical background through the 19th and 20th centuries, including the ideas of Thorasus Geselve Examses Ches. through the 19th and 20th centuries, including the ideas of Thoreau, Greeley, Emerson, Chan-ning, and Dewey. The fifth chapter reviews sug-gested combinations within the context of special-ized education (junior colleges and workers' educational movements), and the sixth chapter states the findings of the study, concluding that correlation of liberal, including literary, education with vocational education has a value justification and practical basis. Fourteen literary-vocational relationships are described, including ideas for lessons and course development based on the use of such materials as vocational booklists and the ballads and songs generated historically within various occupations. (Author/JM)

ED 117 717

CS 202 468
Laque, Carol Feiser Sherwood, Phyllis A.
A Teaching Monograph: Co-Designed Laboratory
Approach to Writing.
Pub Date 75

Note-195p.; Ed.D. Dissertation, University of Cincinnati

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-806, MFilm \$7.50, Xerography \$15.00) Document Not Available from EDRS

Descriptors—*Composition (Literary), Course Content, Course Descriptions, Doctoral Theses, English Instruction, Junior Colleges, *Laboratory Techniques, Language Skills, *Rhetoric, Teacher Education, *Teaching Methods,

*Writing Skills, Written Language Identifiers—*Writing Laboratories

The purpose of the monograph described in The purpose of the monograph described in this thesis is to give teachers methods and a theoretical base for experimenting with the teaching of writing in a laboratory classroom situation at the junior college level. The course, which can be taken by two or more people independently or with an instructor, provides the course, which can be taken by two or more people inde-pendently, or with an instructor, provides the op-portunity for participants to experiment with theories and methods they have learned. The course also includes ways for participants to generate and criticize standards for evaluating the writing process. The benefits of the writing laboratory include flexibility in terms of helping individual students meet specific goals in writing, separation of the act of writing from the evaluation of the finished product, and experimentation that allows for never-ending possibilities for growth. (Author/RB)

ED 117 718 CS 202 469

Landry, Claire Roy The Effects of a Program in Black English on the Attitude of Elementary Teachers toward Nonstandard Speakers. Pub Date 75

MI

Note-152p.; Ed.D. Dissertation, University of New Orleans

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,852, MFilm 87.50, Xerography \$15.00) Document Not Available from EDRS

Document Not Avaisable from EDRS
Descriptors—Doctoral Theses, Elementary Education, Elementary School Teachers, *Language Instruction, *Language Programs, Language Sesearch, Language Usage, *Negro Dialects, *Nonstandard Dialects, *Teacher Attentions. titudes, Teacher Education
Identifiers—*Black English
The purpose of this study was to investigate the

effects that an instructional program in Black En-glish would have on the acquisition of knowledge of Black English phonology and grammar by teacher participants, and the attitudes of teacher participants toward the speakers of Black English. The sample consisted of two groups from the

same basic population. Analysis of covariance for the postests of knowledge of Black English phonology and grammar indicated a significant difference beyond the .001 level. It was concluded that knowledge of Black English phonology and grammar can be acquired by teachers if the rules and patterns governing Black English are taught in a planned program; experimental subjects had a more positive attitude toward speakers of Black dialect than did the control group; there is a significant positive relationship between knowledge of Black English phonology and attitude toward speakers of Black English, and there is a significant positive relationship between knowledge of Black English grammar and attitude toward speakers of Black English (Author/RB)

ED 117 719

Rackish, Frank A.

The Canon of English School Fiction: A Survey of Novels Currently Recommended to Students in the Secondary Schools of Pennsylvania, 1975. Pub Date 75.

CS 202 470

Note-439p.; D.Ed. Dissertation, The Pennsyl-

Note—439p.; D.Ed. Dissertation, The Pennsylvania State University
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-1375, MFilm \$7-50, Xerography \$15.00)
Document Not Avallable from EDRS
Descriptors—Doctoral Theses, *English Instruction, Fiction, Literary Analysis, Literary Criticism, *Literature Appreciation, *Novels, Reading Interests, Secondary Education, *State Surveys, Teacher Attitudes
Identifiers—*Pennsylvania

Identifiers-*Pennsylvania

The two primary objectives of this dissertation were to describe the 48 novels taught in English classes in a specific secondary school in Pennsylvania and, through a survey, to determine whether these novels were unique or representa-tive of novels taught in other Pennsylvania tive of novels taught in other Pennsylvania schools. The description of each novel includes a critical summary, the edition, the setting, major and minor characters, point of view, a short criticism appropriate to high school English classes, discussion questions, teacher suggestions, and lists of audio, visual, and audiovisual aids and selected critical articles. Survey results from 106 teachers in 43 high schools and from the English teachers and students in the school teaching the novels show that at least 32 of the 48 novels are considered valuable and represent a solid, represensidered valuable and represent a solid, represensidered valuable and represent a solid, representative group. The group is conspicuous by the al-most total absence of English novels. The survey results also include teachers' judgments concerning the reading and interest levels of the 48 novels; their value for high school students; the weaknesses, strengths, and scope of the list; and suggestions of novels which should be added or excluded. (Author/JM)

ED 117 720 CS 202 471

Siegel, Judith Susan Curricular Deliberation about "Hamlet": An Exercise in the Practical.

Note-50p.; Ph.D. Dissertation, The University of Chicago

Chicago
Available from—The University of Chicago
Photoduplication Dept., 5801 S. Ellis Ave.,
Chicago, Illinois 60637 (Write for price)
Document Not Available from EDRS
Descriptors—*Curriculum Development, *Curriculum Planning, Doctoral Theses, *English
Curriculum, English Instruction, Literary Analysis, *Literary Criticism, *Literature Appreciation, Secondary Education, Teaching Methods
Identifiers—*Hamlet Identifiers-*Hamlet

Identifiers—"Hamlet
This study attempts to clarify and exploit
Joseph Schwab's recent and current work on "practical" and "eclectic" curriculums in a simulated deliberation about a concrete curricular
question, How might "Hamlet" be taught to one
group of high school juniors? By exemplifying
curricular deliberation, it aims to clarify Schwab's
destrine and to make it accessible to a wider. doctrine and to make it accessible to a wider audeience. Schwab argues that four commonplaces-subject matter, student, teacher, milieu-ought to be examined and exploited in curriculum con-struction. Finally, the dissertation moves to produce four defensible "Hamlet" curriculums. (Author/RB)

ED 117 721 CS 202 472

Tovera, David Garcia
A History of English Teaching in the Philippines:
From Unilingualism to Bilingualism.

Pub Date 75 Note-192p.; Ph.D. Dissertation, Northwestern University

Available from-University Microfilms, P.O. Box

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48 106 (Order No. 75-29,771, MFilm \$7.50, Xerography \$15.00) Document Not Available from EDRS Descriptors—*Bilingualism, Doctoral Theses, Educational Policy, Elementary Secondary Education, English (Second Language), *En-glish Instruction, *History, *Language Instruc-tion, Language Research, Language Usage, Tagalog

Tagalog Identifiers—*Philippines, Pilipino
This study examines those factors that have contributed to the introduction and development of the teaching of English in the Philippine edu-cational system. By virtue of its educational policy, the American colonial administration started using it as a medium of instruction. Optimism ran high among Filipino leaders, especially the nationalists, that someday English would be the common language. But doubts about achieving the goal were raised in the first extensive educational survey in 1925. A shift in language policy began to appear in 1934 and by 1946 Tagalog was viewed as the basis for a common language. The school system was headed for bilingualism the school system was neaded for olingualism with the adoption of a language policy in the late 1950's. Under attack in the Constitutional Convention in 1971 and by pro-English elements, Pilipino survived as an official language. The new Society under President Ferdinand Marcos has emphasized the need for bilingualism. This study shows that the teaching of English in the Philip-pines has been intertwined with the political, economic, educational, and cultural life of the country. (Author/RB)

ED 117 722 CS 202 473

Wiser, Nell Funderburk Teaching Strategies for Enabling Elementary Pu-pils to Develop Inductively the Literary Con-cepts of Plot, Theme, Characterization, and Setting. Pub Date 75

Note-204p.; Ed.d. Dissertation, Memphis State University

Available from-University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,039, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Behavioral Objectives, Characterization (Literature), Child Development, *Childrens Literature, Doctoral Theses, *Educational Strategies, Elementary Education, *Inductive Methods, *Literary Analysis, *Literary Conventions Motife

Conventions, Motifs Conventions, Motifs
The purpose of this study was to develop teaching strategies that are designed to enable elementary pupils to form literary concepts through inductive processes. This research has four phases in its design. In the planning phase, a theoretical base for designing the strategies is developed from a synthesis of four areas of research and theory: concent formation and research and theory: concept formation and levels of questioning; child development and its implications for the development of teaching advantages and limitations of strategies; advantages and limitations of behaviorally stated objectives; and the literary concepts of plot, theme, characterization, and setting. The three other phases are the construction of teaching strategies consistent with the planning rationale, applications of each strategy to literary models on the two levels of maturity and scholastic aptitude, and evaluation of a sample of the strategies and applications by a jury of experts in the field of children's literature. It was concluded the strategies constructed according experts in the field of children's interactive. It was concluded that strategies constructed according to this design may be used to enable pupils to develop literary concepts, a strategy developed according to this design may be applied to books of any developmental or scholastic level, and behaviorally stated objectives may be formulated for competencies prerequisite for forming a literary concept. (Author/JM)

ED 117 723

Hesse, Michael B.
A Coorientational Study of Wisconsin State Senators: Their Role in the Communication Process. Pub Date 75

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Communication (Thought
Transfer), Government (Administrative Body),

Higher Education, Mass Media, *News Reporting, *Political Issues, Press Opinion Opinion, State Surveys Identifiers—*State Senators, Wisconsin *Political Issues, Press Opinion, *Public

The main objective of this constituency study was to determine the level of awareness and corresponding opinions of constituents with regard to three issues. Thirty-three Wisconsin state senators served as subjects along with 1,650 Wisconsin citizens who were interviewed via telephone regarding their views. The political public rela-tions environment in a rural setting is one of high surveillance. Rural senators become quite accurate in their assessment of the voting public, and opinion agreement seems to become a precondi-tion to reelection. Urban senators, on the other hand, do not display the same sensitivity to constituents. They come into office about as discrepant from the views of their constituents as are new rural senators, and they seem to stay that way. The results of this study are presented in both narrative and table format. (RB)

ED 117 724 CS 202 476

Schippers, Lillian Vogt Using the Affton Scale of Acceptable Written Expression to Decrease Disparity in Teachers As-signing a Level to Pupils' Written Expression.

Note-218p.; Ph.D. Dissertation, Saint Louis University

Available from-University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,315, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS
Descriptors—*Composition (Literary), Doctoral These, Educational Research, Elementary Education, *Evaluation Methods, Language Skills, *Measurement Instruments, *Test Validity, *Writing Skills, Written Language Identifiers—*Affton Scale

The problem of this study was to find criteria, and a model, for judging written expression at the elementary level which can produce concordance of teacher judgments and be a possible basis for prescriptive teaching. Such a model was developed by the Affton School District. This study attempts to determine its utility. Twentyfour essays were randomly chosen from levels 4, 5, and 6 and rated by 20 teachers. It was hypothesized that there would be little coninsponessized that there would be indeed con-cordance in the ratings by teachers using no criteria, more concordance using the "Affton Scale," and still more concordance when the "-Scale" and the orientation manual of the "Scale" scale and the orientation manual of the Scale were used. All three hypotheses were rejected. It was concluded that the "Affton Scale" is useful if reduction of disparity is not the main objective. The "Affton Scale" would also be useful in teacher training, instructing students in what must be taught at each level, and what would be acceptable from the good pupil. (Author/RB)

CS 202 477

Harris, John S. Blake, Reed H.

Technical Writing for Social Scientists.

Pub Date 76 Note-118p.

Available from-Nelson-Hall Inc., Publishers, 325 Jackson Blvd., Chicago, Illinois 60606 (\$5.95 cloth, \$2.50 paper)

Document Not Available from EDRS

Descriptors-Grammar, Higher Education, Postsecondary Education, Punctuation, *Social Sciences, *Technical Reports, *Technical Writing, *Writing Skills

The purpose of this book is to teach technical writing to social scientists. The authors argue that too few social scientists take enough care with words that are outside the technical vocabulary of the social sciences. Chapters discuss such topics as: the need for better social science writing, planning what is to be written, writing sentences and paragraphs, punctuation, defining the problem, independent and dependent variables, hypotheses, research proposals, gathering infor-mation, information sources, organizing data, constructing an outline, and the style, format, and language of the social science paper. (TS)

ED 117 726

CS 202 478

Gunn, James

The Discovery of the Future: The Ways Science Fiction Developed. Miscellaneous Publication

Texas A and M Univ., College Station. Library. Pub Date 75

Note-19p.; A Texas A & M University Library Lecture presented October 18, 1974

Available from-Texas A&M University, University Library, College Station, Texas 77843 (\$2.00; Make check payable to the Friends of the Texas A&M University Library)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Fantasy, *Futures (of Society), Literary Criticism, *Literary Genres, Literary

Perspective, Literature, *Science Fiction This booklet discusses the development of science fiction, tracing its origins to the time of the industrial revolution. Many of the people of this time realized that life was changing and would continue to change, that there were new forces at work in the world, and that humankind should exercise some forethought about the direction in which change was going. Mary Shelley's "Frankenstein" is often thought of as the first science fiction novel. Other writers discussed include Edgar Allan Poe, Nathaniel Hawthorne, Fitz-James O'Brien, Jules Verne, and H.G. Wells. 1926, Hugo Gernsback founded the first science fiction magazine, called "Amazing Stories." The state of science fiction today is also discussed, as well as science fiction and the movies, the possibilities of science fiction, the readers of science fiction, and the different perspectives of science fiction. (TS)

ED 117 727 CS 202 479

Crammer, Marjorie, Comp.
Bibliography of American Folklore; Index to
Materials in Books on Select American Folk Characters.

Prince George's County Memorial Library System, Hyattsville, Md. Pub Date 75

Note-22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, *Characterization (Literature), *Childrens Books, Childrens Literature, Elementary Edu-*Folklore Books, *Reference Materials

This index contains references to a select group of American folk characters appearing in books. Books about approximately 200 persons, real or imaginary, are listed in the bibliography. The index is arranged alphabetically by the character's last name and is cross-referenced from nicknames to real names. The call number for each book is given to the left of the entry. Full bibliographic information on all books included appears at the end of the main index, arranged in alphabetical order by the author's last name. Some of the characters included in this index are some of the enaracters included in this index are ethan Allen, Judge Roy Bean, Billy the Kid, Daniel Boone, Lizzie Borden, Calamity Jane, Diamond Jim, Mike Fink, John Henry, Sam Hart, Little Audrey, Annie Oakley, Pecos Bill, Stackalee, and Rip Van Winkle. (TS)

ED 117 728 CS 202 480 Widdowson, H. G.

Stylistics and the Teaching of Literature.

Pub Date 75

Note-126p. Available from-Longman Group Limited, 5 Bentinck St., London, W1M 5RN, England (\$5.75 paper)

Document Not Available from EDRS

Descriptors-Communication (Thought Transfer), Higher Education, Language, *Linguistics, *Literary Analysis, *Literary Criticism, Literature, *Teaching Methods Identifiers—*Stylistic Analysis

The primary purpose of this book is to present a discussion of a stylistic analysis approach to the study of literature and a demonstration of its possible relevance to the teaching of literature. Stylistics is defined as the study of literary discourse from a linguistics orientation and is distinguished from literary criticism and linguistics in that it links the two and has no autonomous domain of its own. The topics discussed include: literature as text, literature as discourse, the nature of literary communication, literature as subject and discipline, exercises in literary understanding, and stylistic analysis and literary appreciation. It is concluded that stylistic analysis is valuable because it can help readers relate a piece of literary writing to their own experience of language and consequently extend that experience. (TS)

CS 202 481

ED 117 729 Lyle, Jack, Ed.

nunication/Journalism Education in Asia: Background and Status in Seven Asian Areas; Background Papers Compiled for Communica-tion/Journalism Teachers Seminar, June 13-26, 1971. An East-West Communication Institute

Report. Hawaii Univ., Honolulu. East-West Center.

Note-85p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors—*Asian Studies, *Communication (Thought Transfer), Higher Education, *Jour-

Identifiers—Hong Kong, India, Indonesia, Jour-nalism Education, Philippines, South Korea, Taiwan, Thailand

The papers contained in this dosument were prepared as background material for the Communication/Journalism Teachers Seminar in June 1971, and provide information on the history, development, present status, and problems of communication/journalism education in Hong Kong and six Asian countries. These countries are the Republic of China, India, Indonesia, the Republic of Korea, the Philippines, and Thailand. Also included are a summary of the seminar by Jack Lyle and a list of the seminar participants.

ED 117 730 CS 202 482

Surlin, Stuart H.

The Social Effects of Advertising as Perceived by Advertising Executives, Businessmen, and the General Public.

Spons Agency-Georgia Univ., Athens. Office of General Research.

Pub Date 74

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors— "Authoritarianism, Business, Higher Education, Mass Media, Media, Research, Personality, "Publicize, "Social Attitudes, Social Behavior, "Social Factors

This study attempts to compare the perceptions and self-reported behavior of high, middle, and low authoritarian advertising executives, business executives, and members of the general public concerning the social effects of advertising. For the advertising sample, a total of 393 men and women were selected according to their executive positions in advertising agencies in Atlanta. The questionnaires used for this study and the methods of statistical analysis are described. The findings of the study are examined in terms of the three groups of subjects in four ways: perception of advertising social effects, perceived behavior, advertising executive self-reported behavior, and biodata differences by area of spe-cialty subgroups. The analysis of the data is described and among the conclusions were that business executives are most critical of advertising's social effects as well as advertiser behavior; and advertising executives, business executives, and the general public express a great deal of awareness concerning the potential negative social effects that advertising can precipitate. The appendix includes 15 mean score comparisons as ell as copies of the questionnaires. (TS)

ED 117 731 CS 202 483

Aldrich, Pearl G. The Impact of Mass Media.

Pub Date 75 Note-179p.

Available from—Hayden Book Company, Inc., 50 Essex St., Rochelle Park, New Jersey 07662 (\$4.75 paper, \$7.99 cloth) Document Not Available from EDRS

Descriptors—Educational Resources, Higher Education, *Mass Media, Newspapers, News Reporting, Periodicals, *Political Influences, Propaganda, Publicize, Radio, *Social Influences, *Socioeconomic Influences, Television, Textbooks

In order to bring the student's contemporary environment into the classroom for study and to avoid topicality, this book provides general principles by which to evaluate current media of-ferings, outlines the patterns from which media materials are cut for public consumption, and focuses the student's attention on the mass media themselves. Each of the chapters (except the first and fourth) contains suggestions for teachers to use in advance preparation. Chapter topics are: growing up with the media, influences of mass media, the impact of advertising, the format of media, the impact of advertising, the format of contemporary media, pattern setting in print media, pattern setting in print media, pattern setting in electronic media, and publicity and propaganda in the media. Also included are a brief section on producing a multimedia report, lists of trade magazines and professional journals and of teaching resources, an article about accuracy in the media reprinted from the "Congressional Record," and a selected bibliography. (JM)

ED 117 732

CS 202 484

Larrick, Nancy
Hey, Mom, Who Put the Television in the Closet? Pub Date 75

Note—18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage secriptors—Behavior Problems, *Children, Elementary Education, *Environmental Influences, Programing (Broadcast), *Publicize, *Television, *Television Commercials, Viewing Time

Results of the staggering number of hours which children spend watching television (an average of 54 hours a week for a preschooler, who will have accumulated a total of 5000 hours by first grade) may be seen in the influence children-swayed by commercials-have over their mothers' grocery choices and in the dramatic in-crease of both wild behavior and extreme passivity of school children. During the Saturday ing hours of tawdry animated cartoons, children are bombarded with frequent interruptions for commercials advertising artificially flavored and colored snacks, candy, cereals, soft drinks, and flashy toys. (Only three countries in the world allow any advertising with children's programs and only the United States allows more advertising with children's programs than with adult proing with children's programs than with adult programs.) Furthermore, children-even very young ones-spend the bulk of their viewing time watching adult programs, most of which feature violence, crime, mystery, and brutality. There are a number of effective steps which schools, teachers, and parents may and must take to reduce children's viewing time and to promote critical and salective, when a many children. critical and selective viewing among children. (JM)

ED 117 733

CS 202 485

Stone, Gerald C. Case for an Emphasis in Business Communications: Findings from Profile/75. Pub Date 17 Aug 75

Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journal-ism (Ottawa, Canada, August 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Business Communication, *Employment Opportunities, Higher Education, Industrial Relations, Job Market, Job Training, *Journalism, *Occupational Surveys

Business communications, a career field tan-

gential to that of journalism, was shown in a major research survey during 1975 to be an attractive, alternative profession for journalism majors. A questionnaire mailed to the member-ship of the International Association of Business Communicators contained 261 items, including demographies; questions on salaries, promotions, staff size, job satisfaction, and the types of media the communicators help produce; a section on concern about the national economic situation: items on media use; and a section on career preparedness. Resulting data show that journalism preparedness. Resulting data show that journalism schools provide the necessary training for their graduates to excel in business communications, that the field of business communications offers attractive salaries over a wide range of industry types, and that its practitioners are generally well satisfieo and secure in their jobs. Nine tables of findings are included. (JM)

MI

Click, J. W. A Codification of Principles of Advising Secondary School Student Publications.

School Student Fubrications.

Pub Date Aug 75

Note—18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Faculty Advisors, *Guidelines, Journalism, Publications, School Publications, Secondary Education, *Student Publications

In order to provide secondary school publica-tions advisors with a succinct, single source of tions advisors with a succinct, single source of guidelines for effective advising, a statement of principles was prepared and submitted to an ex-pert jury. This jury agreed with the statement but offered suggestions for revision and reorganiza-tion. Items in the statement are organized in one tion. Items in the statement are organized in one group of journalistic skills and one group of educational principles necessary for effective advising. Another component of written material, concerning characteristics of effective publications, was also prepared for advisors and approved by the same jury. Future action should include dissemination of such statements to secondary school administrators. (Appended to theis paper are the statements of principles of advising secondary school student publications and lists of the dary school student publications and lists of the values of such publications and of the characteristics of effective secondary school student publication.) (JM)

ED 117 735

CS 202 487

Pietila, Veikko Immediate Versus Delayed Reward in Newspaper

Reading. Pub Date 69

Note-11p. Journal Cit-Acta Sociologica; v12 n4 1969 (Reprint)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Behavioral Science Research, Higher Education, Journalism, Media Research, News Media, *Newspapers, *News Reporting, *Positive Reinforcement, *Reading Habits

Identifiers-Himmelstrand (Ulf)

The objective of the present study was to explore whether the concepts of immediate and delayed reward have any relevance to the content of the mewspaper. In his theory of instrumental and expressive activities, Himmelstrand suggests that instrumental activities tend to have a cumulative structure while expressive activities will have a differential structure. The results presented here support Himmelstrand's hypothes-is, but further studies into the motivational basis of the use of mass media are needed before we can be sure about the instrumental nature of the reading of delayed reward news. (RB)

ED 117 736

CS 202 489

Rotzoll, Kim B. Four Institutional Views of Advertising-Perspec-tives for Understanding. Advertising Working Paper Number 1.

Illinois Univ., Urbana. Coll. of Communications. Pub Date Mar 75

Note-34p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Business Education, Communica-tions, Distributive Education, Educational Ob-jectives, Higher Education, *Institutional Role, *Marketing, Merchandise Information, *Publicize

Publicize (Identifiers—Carey (James), Norris (Vincent), Potter (David), Sandage (C H) In this paper, the first in a series of working papers on various significant aspects of advertising, the author examines in depth the writings of for accounts when how beyond the advertise of the content ing, the author control of the contr social control; Vincent Norris views the institution's function as being an instrument of at-tempted market control for producers. David Potter sees the institution as an instrument of so-cial control in an abundant society; and to C. H. Sandage, the institution's purpose is to inform and persuade people in order to help achieve abundance. (JM)

ED 117 737

CS 202 490

Gordon, George N. Communication ons and Media: Constructing a Cross-Discipline.

Pub Date 75
Note—201p.
Available from—Hastings House, Publishers, 10
East 40th Street, New York, New York 10016
(\$12.50 cloth, \$6.95 paper)
Document Not Available from EDRS
Descriptors—Broadcast Industry, *Communications, Cross Sectional Studies, Culture, Films,
Addia Zeasaurch Media** Technology, News

*Media Research, Media Technology, News

Media, *Research, Research Criteria, Social In-

The contents of this book focus on various aspects of studies in communications, examining relevant criteria for their disciplined study, evaluating present research and criticism, and suggesting future directions of inquiry in the field suggesting future directions or inquiry in the fletion of communications. Part one concerns the technology, viewpoints, and categories of communications; part two discusses the cultural, critical, and analytical approaches to the press, cinema, and broadcasting; part three focuses on the societal controls on communications—industries, building and audiences and and formal controls. legalities, and audiences: and part four suggests some ways in which a cross-discipline of communications studies may best be constructed. Lists of recommended readings and notes are included for each chapter, and an index is provided. (JM)

CS 202 492

Gardner, David M. Deception in Advertising: A Receiver Oriented Approach to Understanding. Pub Date 75

Note—21p.; Paper presented at the Annual Meet-ing of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

3, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
(Thought Descriptors—*Communication (Thought Transfer), *Definitions, Government Role, Higher Education, Literature Reviews, *Measurement Instruments, *Models, Persuasive Discourse, Propaganda, *Publicize, Research

Discourse, Tropaganou, Methodology Identifiers—*Deception
The purpose of this paper is to examine deception in advertising from a behavioral perspective, and to attempt to formulate a definition that can guide both research and governmental regulation.
Whether or not an advertisement is said to be "deceptive" depends on the definition of deceptive adversated here is le both research and governmental regulation. tion being used. The position advocated here is that the focus of any definition must be the receiver of the message. Based on the analysis of veridical preception, a definition of deception in advertising is offered. An approach to measuring deception is also offered. The techniques are all seen as screening techniques, although by their regular use, advertisers should improve the ability of their advertisements to reach their stated ob jectives as well as reduce the amount of decep-

ED 117 739

Donelson, Ken, Ed.
Back-to-the-Basics in English Teaching.
Arizona English Teachers Association, Tempe. Pub Date Feb 76

Pub Date Feo / o Note—157p.; Occasional light print Journal Cit—Arizona English Bulletin; v18 n2 p1-152 February 1976 (Entire Issue) EDRS Price MF-50.83 HC-\$8.69 Plus Postage Descriptors—*Basic Skills, Composition (Literary), *English Instruction, Higher Education, Humanities, *Language Arts, Reading, Secon-

dary Education
In this issue, the writers focus on the "basics" in English teaching, some offering suggestions on in English teaching, some offering suggestions on ways of altering present conditions, some commenting generally (in assessments, defenses, or attacks) on the basics, and some presenting specific discussions of basics in teaching the various language arts components. A few of the articules and authors are: "SCISAB' Spelled Backwards is 'Basic!" by Allan Dittmer, "The Emerging of New 'Basic Fundamentals' of English Media" by Nancy Cromer, "He Who Can Does-He Who Cannot Tests" by Joseph Mersano, "Relevance Is Out, Classics Are In" by Florence willer. "The Indifferent Bell: A Short Distribe Willer." "Relevance is Out, Classics Are In" by Florence willer, "The Indifferent Bell: A Short Diatribe Against Teaching the Basics" by G. Lynn Nelson, "Writing, Prisons, and the English Teacher" by Richard Koch, "The Little Car That Could" by Stephen Dunning, "Basic Backwardness" by Charles Weingartner, and "Humanities-Basic to Total Education" by Martha P. Brincklow. (JM)

ED 117 740 CS 202 493

Roeming, Robert F., Ed. Generating Literary As Generating Literary Appreciation (Among High School and College Students). Report 1. Wisconsin Univ., Milwaukee. Coll. of Letters and

Sciences. Pub Date 14 Jul 70

Note-29p. EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Creativity, Educational Interest, Higher Education, *Literature Appreciation, *Motivation, *Reading Interests, Relevance (Education), Secondary Education, Seminars,

ummer Institutes

The seminar summarized in this report was held at the University of Wisconsin (Milwaukee) in July 1970 as part of the summer program of the Center for Twentieth Century Studies. Moderator for the seminar, for which the general topic was the appreciation of literature as one of the arts, was Robert F. Roeming, director of the the arts, was knotent is knowning, director of the Center. Each of the four participants presented a different approach to the discussion: Herbert Kubly discussed ways in which the aspects of creativity can contribute to literature apprecia-tion; Haskell M. Block stressed the importance of actively relating literature to the student's experience; Julius Weinberg dealt with the relevance of the study of literature; and Leslie F. Cross commented on maintaining a clientele for contemporary authors. A question and answer session, with remarks from the audience, conclude the report. (JM)

ED 117 741

CS 202 494

Roeming, Robert F., Ed.

Developing Awareness through Poetry.

Wisconsin Univ., Milwaukee. Coll. of Letters and

Sciences. Pub Date Jun 72

Note—45p. EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Creative Writing, English Instruction, Ethnic Studies, Higher Education, *Language, Literature, *Poetry, *Poets, Secondary Education

This booklet contains the proceedings of a

This booklet contains the proceedings of a seminar in which poets demonstrated through readings and analysis of their works how poetry, readings and analysis of their works now poetry, combining appeals to both reason and emotion, can develop and refine individual awareness of the world and nature around us. The primary participants in the program were Bruce Cutler, Dolores Kendrick, and May Miller Sullivan. These poets attempted to demonstrate through their readings ethnic distinctions and qualities which can be introduced into the classroom through poetry. The second section of the booklet contains questions and comments from the audience as well as the poets' responses. And in the third section, several poems by Dolores Kendrick are printed. (TS)

CS 202 495 Teacher's Guide for Communication Skills, Secondary Schools. Saint Louis Public Schools, Mo.

Pub Date 74

Note-341p.; Not available in hard copy due to

marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Communication tion (Literary), Curriculum Guides, *English Instruction, Journalism, *Language Arts, Literature Appreciation, Reading, School Publications, Secondary Education, Speech

This guide is a reference for the teacher to use in each of the language arts areas (reading, writ-ing, speaking, listening, and logical thinking) mg, speaking, instening, and logical minking) where instruction in communication skills is desired. Part one of the guide covers school publications, journalism, speech, media survey, and dramatics; part two contains sections on competency requirements, communications labs, reading, and writing; and part three includes eight elective literature courses and a statement on English seminars or mini courses. For each section, the goals, content, activities, and materials are outlined. A table is included which indicates the appropriate courses for three levels of communications skills students: those needing practical skills, those who want a general background, and college bound student who want advanced work. (IM)

ED 117 743

CS 202 496 Teacher's Guide for Communication Skills, Grades 11 and 12, Secondary Schools. Saint Louis Public Schools, Mo.

Pub Date 75

Note-454p.

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage Descriptors—*Communication Skills, Composi-tion (Literary), Curriculum Guides, *English Instruction, Films, *Language Arts, Literature

Appreciation, Reading, Science Fiction, Secondary Education

This guide focuses on communication skills within 17 courses: American literature 1 and 2, English literature 1 and 2, world literature 1 and 2, advanced composition, advanced literature, aovanced literature and composition Hand 2, film study, science fiction, modern writers, comic spirit, Afro-American literature, career English, and college prep English. Each course outline contains a description, general goals, content, actitivities, and materials. Also included is an out-line for the overall goals of communication skills curriculum in the subject areas of listening, reading, writing, speaking, language, critical thinking, literary interpretation and appreciation, and media. (JM)

ED 117 744

Strouse, James C.
The Mass Media, Public Opinion, and Public Policy Analysis: Linkage Explorations.
Pub Date 75

Note-273p.

Available from—Charles E. Merrill Publishing Company, Columbus, Ohio 43216 (\$7.95

nent Not Available from EDRS

Descriptors—Cable Television, Government Role, Information Dissemination, *Mass Media, Negroes, News Media, Political Influences, Political Issues, *Politics, Presidents, Press Opinion, *Public Opinion, *Public Policy, Public Relations, Voting The purpose of this book is to explore the ef-

fects of public opinion on governmental policy making, with a special focus on the role of the mass media in this process. Specific areas covered include political campaigning, the President and the press, blacks and the media, and cable television. Topics of discussion in the tendent control linking products and the press. chapters are: linkage models, public opinion, and media effect; professional public relations and political power; causal factors and media in-fluence in voters' choice; presidential manipula-tion and reporters' bias--the eternal conflict; the Watergate scandal--the opinion-policy process ex-posed; blacks and the mass media; the media and society-theories of media effects; the mass media and political change-an empirical test; the wired nation--social and political implications; and some concluding thoughts and new research avenues. An index concludes the book. (JM)

ED 117 745 CS 202 499

Monroe, Alan D. Public Opinion in America.

Pub Date Mar 75

Note—292p. Available from—Harper & Row Publishers, 10 East 53rd Street, New York, New York 10022

(\$6.95 paper)
Document Not Available from EDRS

Descriptors—American Culture, *Political Attitudes, Political Elections. Influences, *Political Issues, Press Opinion, Propaganda, Public Officials, *Public Opinion, Public Pol-

icy, Social Attitudes, Voting
The purposes of this book are to summarize and analyze the nature of public opinion in con-temporary America and to examine the implica-tions of that nature for the possibility of a func-tioning democracy. Material in the four sections covers the following topics: "The Study of Public Opinion: Political Theory and Methodology"— opinions and democratic theory, and the mea-surement of public opinion: "Opinion Formation: surement of public opinion; "Opinion Formation:
Micro-Politics"--the psychology of opinions,
political socialization, the sociology of public opinion, political culture, opinion manipulation, and individual opinion formation; "Public Opinion in Contemporary America: Macro-Politics"—belief systems of the American public, recent presidential elections and their implications, public opinion and Vietnam, ideology and the social issue, and the dynamics of public opinion; and "Public Opinion and Public Policy; Linkage Politics"-elections, political parties, and public officials. An index concludes the book.

Parker, Marion, Ed. Denton, Stella, Ed. 1776: A Guide to Bicentennial Books, 1763-1790. Newburgh Free Library, N.Y.

Pub Date 75

Note-89p.

(JM)

Available from—Children's Department, New-burgh Free Library, 124 Grand Street, New-burgh, New York 12550 (51.00) EDRS Price MF-50.83 HC-54.67 Plus Postage Descriptors—American Culture, *Annotated

Bibliographies, "Childrens Books, Childrens Literature, "Colonial History (United States), Elementary Secondary Education, Fiction, Nonfiction, "Revolutionary War (United States), States), United States History

Identifiers—*Bicentennial

This annotated bibliography lists over 300 fiction and nonfiction books pertaining to the Revolutionary period and contained in the children's department of the Newburgh Free Library, New York. Items are listed in three indexes: author, title, and subject. Those in the author index include annotations and indicate grade level. (JM)

ED 117 747

CS 202 502

Wright, Maureen, Comp.

Women's Studies: A Student's Guide to Reference urces

McGill Univ., Montreal (Quebec). McLennan Library. Pub Date 75

Note-14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, *Females, Feminism, Higher Education, Information Sources, Reference Books, *Reference Materials, Womens Education, Womens Stu-

Identifiers—*McGill University Library
This annotated bibliography lists 73 reference items on the subject of women which are in the Reference Department of McLennan Library at McGill University. Entries are listed according to several categories: directories; encyclopedias; biographical sources; and bibliographies-bibliography, current, general, and specific (Canadian women, education and careers, the feminism movement, film, literature, and psychology and sociology). (JM)

ED 117 748

CS 202 503

Job. Amy G.

Job., Amy G.
America's Revolutionary Period, 1760-1785; A
Bibliography of the Holdings of The Sarah Byrd
Askew Library and the AV Center of The William Paterson College of New Jersey.
William Paterson Coll., Wayne, N.J.

Pub Date 75 Note-126p.; Not available in hard copy due to

marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from Edges,
Descriptors—*Annotated Bibliographies,
*Colonial History (United States), Fiction,
Music, Nonfiction, *Revolutionary War (United States), *United States History

Identifiers—*Bicentennial

This annotated bibliography lists more than 850 book and nonbook materials concerning the Revolutionary War period. Entries are listed under the following categories: Revolutiongeneral works, special geographic areas, and special miscellaneous topics; American and British forces; bibliographies and sources; biography; campaigns and battles; causes; the Declaration of Independence; fiction; finance; foreign relations, including French and German participation; literature, including poems, drama, etc.; loyalists; naval operations; personal narratives; politics and government; and songs and music. (JM)

CS 202 504

Rosen, Ellen Coleman, Sue Reading Students "Can" Write. Pub Date 75

Note-31p.; Paper presented at the Annual Meeting of the International Reading Association (New York, New York, May 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors-Composition (Literary), *Composition Skills (Literary), Descriptive Writing, *English Instruction, Essays, *Expository Writing, Learning Laboratories, Paragraph Composition, *Remedial Instruction, Secondary Education

Reading students whose reading skills are being improved need to learn expository writing in order to be able to organize and express thoughts on paper. This document presents a systematic approach for teaching writing as part of the total communication process and consists of five units. "The Expository Paragraph," designed for use in

a skills laboratory, includes an outline, supplementary material, and exercises. "The Interior Development of the Paragraph" may be used in the English classroom or the stills laboratory and does not rely on any audiovisual aids. "The Expository Essay," for use in the junior year of English, is self-paced, based on personal experience gissh, is self-paced, based on personal experience rather than on literature, and uses no audiovisual materials. "Structure of Expository Composition" diagrams the relationship and similarities between the paragraph and the essay, and "Composition Materials" lists materials appropriate to particular skills which are available in the skills lab of the author. (JM)

ED 117 750

Voelker, Francis H. Voelker, Ludmila A. Mass Media Forces in Our society. Second Edi-

Pub Date 75 Note-422p.

Available from—Harcourt Brace Jovanovich, In-corporated, 757 Third Avenue, New York, New York 10017 (\$5.95 paper) Document Not Available from EDRS

Document Not Available from EDRS
Descriptors—Anthologies, Censorship, Communication (Thought Transfer), "Communication Problems, Films, Freedom of Speech, Higher Education, Instructional Materials, "Mass Media, "Newspapers, Publicize, Radio, Secondary Education, Sex Stereotypes, "Television The primary purpose of this book is to help the public become more aware and critical in their selection, and appraisal of the medii. Part I. con-

selection and appraisal of the media. Part I consists of a single essay by Theodore Peterson that gives a historical perspective on the development of the mass media in the United States. Part 2 deals with the print and electronic media: magazines, photo essays, newspapers, books, television, radio, popular music, and film. Part 3 examines the media from the point of view of their major roles as informers, entertainers, and persuaders. Part 4 treats the broader implications of the media and their impact on our society as well as the possibilities for the future. Most of the articles and illustrations reprinted in this edition were published in the 1970s. They present a variety of viewpoints on the mass media by such writers as Michael Arlen, Jack Anderson, Nicholas Johnson, Stanley Kauffmann, Richard Reeves, and Alvin Toffler. Among the new topics considered in this edition are media freedom and accessibility, sexism in the media, and sportscasting. Each section ends with questions designed to stimulate discussion or to serve as topics for composition. (TS)

ED 117 751 CS 202 506 Parker, William Riley, Comp. Gray, Donald J., Ed.

The Department of English at Indiana University, Bloomington, 1868-1970. Indiana Univ., Bloomington. Dept. of English.

Univ.

Foundation,

Agency-Indiana Bloomington. Pub Date 72

Note-271p EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Doctoral Theses, *English Departments, English Instruction, Higher Education, *History, Universities Identifiers—*Indiana University

The collection of articles in this book, covering some of the significant events and topics in the history of the Indiana University English Departinstory of the indiana University Engins Department, brings together some of the material assembled by William Riley Parker, especially the reminiscences of faculty members and former students. An introductory chapter by Parker is titled "Where Do English Departments Come From?" Other material consists of chapters by severe where Do English Departments Come From:
Other material consists of chapters by several
authors concerning the following periods in the
department's history: 1860-1893, 1893-1920,
1920-1945, and 1945-1970. Additional material
includes the Annals of the Department 19681972, compiled by Parker; a list of doctoral dissertations, 1914-1972; and a list of the directors
of doctoral dissertations. (JM) of doctoral dissertations. (JM)

ED 117 752 CS 202 507

Beach, Richard On Literature and Values. Pub Date 75

М

Note—19p.; Paper presented at the Annual Meet-ing of the National Council of Teachers of En-glish (65th, San Diego, November 27-29,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

escriptors—Abstract Reasoning, Cognitive Development, Higher Education, Literary Criti-cism, *Literary Influences, *Literature Ap-preciation, Logical Thinking, *Moral Values, *Personal Values, Student Reaction, Thought Descriptors-Abstract Processes, Values

In reviewing the ancient, well-worn debate on the relationship between literature and values, it may be seen that the current pedagogical theory of developing response to literature is parallel to the argument for helping students articulate their own values. Two approaches to clarifying values are the values clarification approach (Louis Raths, Merrill Harmon, and Sidney Simon) and the moral development approach (Lawrence Kohlberg). The goal of values clarification activities in which students choose among options on ties, in which students choose among options on rating scales, values continuums, value statements, etc., is to help students become aware of their own values. Kohlberg's approach, based on a theory of logical and cognitive development, defines six stages of moral reasoning as bases for student development from one stage to a higher one. Both of these approaches suggest a number of ways for helping students gain an awareness of their own values and of the processes of moral reasoning in responding to literature. (JM)

ED 117 753 CS 202 508

Thorpe, James
The Use of Manuscripts in Literary Research.
Modern Language Association of America, New

Pub Date May 74

Note—40p.

Available from—Modern Language Association of America, 62 Fifth Avenue, New York, New York 10011 (\$1.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Copyrights, Higher Education, *Library Research, Literary Criticism, *Literary ture, Reprography,
*Research Skills *Research Problems,

Identifiers-*Manuscript Research

This pamphlet, written from the point of view of the scholar rather than the librarian, was compiled to help scholars who are inexperienced in the use of manuscripts to overcome the difficulties they face in consulting and using manuscripts for their research. Topics discussed include: locating manuscripts, research from a distance, visiting a library, private collections, access to manuscripts (admittance, regulations, aids, photocopies, and permission to publish), and litephotocopies, and permission to puolish, and itte-rary property rights (basic facts, copyright, com-mon law protection, ownership of literary rights, in-fringement of literary rights, literary rights in other countries, and international copyright).

ED 117 754 CS 202 519 Fraud, Harriet

Sex-Role Stereotyping and Male-Female Character Distribution in Popular, Prestigious, and Sex-Role Defining Children's Literature from 1959 to 1972.

Pub Date 75

Pub Date 75
Note—156p.; Ed.D. Dissertation, Columbia
University Teachers College
Available from—University Microfilm, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-3251, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS Descriptors—*Characterization Descriptors—"Characterization (Literature),
"Childrens Books, Doctoral Theses, Educational Research, Elementary Education,
Females, Literary Analysis, Males, Role Perception, "Sex Role, "Sex Stereotypes
Identifiers—" (Literature).

This dissertation explored the extent and kind of sex-role stereotyping in popular, prestigious, and sex-role defining children's picture books printed between 1959 and 1972. The sample consisted of two categories of popular children's pic-ture books, best-selling golden books and "New York Times" children's best-sellers, one category of Caldecott award winners, sex-role picture books, and women's liberation children's books. The basic instrument used in this dissertation was a checklist of 33 research-based male and female sex-role standards. The ratios of male and female characters to male and female stereotypes were compared. It was found that there was a male majority of total characters in all standard and sex-role definition books throughout the period under study; from 1959 to 1972 female stereotypes were disproportionately in excess of female characters in sex-role definition books and in all standard books with the exception of Caldecott award winners; in the pre-women's liberation period male and female frequent stereotypes were equally distributed in both standard and sex-role definition books, but in the post-women's liberation period these frequent stereotypes became overwhelmingly female in all but women's liberation books. (Author/RB)

CS 202 522

McCurdy, SaraBeth Huntley
A Study of Relationships between Goals for the
Teaching of Literature and Teachers' Attitudes
towards the Major Categories of Written Student Responses to Literature.
Pub Date 75

Note-179p.; Ph.D. Dissertation, The Florida

State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-2667, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Document Not Avanable from EDISO
Descriptors—Bias, Doctoral Theses, Educational
Objectives, English Instruction, *Literary Analysis, *Literature, *Literature Appreciation,
Secondary Education, *Teacher Attitudes, Secondary Education, *Teacher *Teacher Response Identifiers—*Literature Interpretation

This study investigated certain characteristics of the attitudes of classroom teachers of English toward written student response to literature. Specifically, the study attempted to determine the preference or lack of preference for categories of student response to literature, using four categories: engagement-involvement, perception, in-terpretation, and evaluation. The preferences were assessed for secondary English teachers in general, for teachers in groups (age, teaching ex-perience, educational background, stated goals for literature instruction), and for individual teachers. A survey questionnaire was developed to provide the basis for identifying the preferences of teachers toward the four categories. From the findings of this investigation, it appears that there are statistically significant pat-terns of response preferences evidenced by English teachers, both individually and collectively. Teachers in general consistently ranked in-terpretation as the most preferred response, and evaluation as the least preferred response. (TS)

ED 117 756 CS 202 523

Penna, Robert Frank
The Relative Effectiveness of the Classroom Discussion Approach and the Tutorial Approach to Literature for the Development of Adolescent Ego Identity. Pub Date 75

Note-297p.; Ph.D. Dissertation, Fordham University

Available from-University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4190, MFilm \$7.50, Xerography \$15.00)

76-4190, MFilm \$7.50, Xerography \$15.00)
Document Not Available from EDRS
Descriptors—*Bibliotherapy, *Discussion
(Teaching Technique), Doctoral Theses, English Instruction, Group Reading, *Individual Instruction, Literature, *Reading Achievement, Reading Instruction, Secondary Education, *Self Concept

The major purpose of this study was to ascer-tain the relative effectiveness of the classroom discussion approach and the tutorial approach in using literature for the development of ego identity among adolescents of high, average, and low reading achievement levels. The sample consisted of 184 ninth and tenth grade students enrolled in a northern New Jersey secondary school. The in-strument selected as the pretreatment and posttreatment measure was the High School Form of the Index of Adjustment and Values, which yielded a self-identity score. The investigator di-vided the classes into high, average, and low reading achievement levels. One class from each reading achievement level was randomly selected for assignment to the classroom discussion approach or the control group. Ten students at each reading achievement level were randomly assigned to the tutorial approach. Teachers were instructed in the methods of approach. Some of the findings were: (1) for the components of self-identity and self-acceptance, the discussion group scored significantly higher than the other groups, while the tutorial group was higher than the control group; (2) for the components of self-identity and self-acceptance, the high reading achieve-ment level group scored significantly higher than the others. (Author/MKM)

ED 117 757

CS 202 524

Pinnell, Gay Su

Language Functions Exploration of First Grade
Students as Observed in Informal Classroom Environments.

Note-309p.; Ph.D. Dissertation, The Ohio State University

University

Available from—University Microfilms, P. O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-3526, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS
Descriptors—*Child Language, *Classroom Environment, Classroom Games, Classroom Research, Doctoral Theses, Grade 1, *Language Research, *Language Usage, Learning Activities, Primary Education, Teacher Behavior, *Teacher Role

The variety of language produced in school was examined with regard to the functions for which children use language and to elements of the con-

children use language and to elements of the con-text, emphasizing activities in which children engage and the expectations held by teachers and children. Language data was gathered from twelve children who wore a concealed, wireless recorder and were observed as they carried on activities in natural settings. Children and teachers were later interviewed. Tapes were transcribed and analyzed using a category system developed from Halliday's seven categories for functions of language: instrumental, regulatory, interactions of language: instrumental, regulatory, interactional, personal, imaginative, and heuristic. Levels were defined within the informative and heuristic categories. Language was examined in six different work situations and in peer and teacher/child interactions. Analysis of the data suggested that the informal classroom offers potential for the development of a comprehensive range of language functions and that a key to reaching this potential is the teacher's role. (Author/TS)

ED 117 758

CS 500 662

Rogers, Don "General Systems Theory," "Modern Organiza-tional Theory," and Organizational Communi-

Note-16p.; Paper prepared for a course in Speech Communication, SUNY at Buffalo, October 1973 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Organizational Climate, *Organiza-tional Communication, Organizational Effec-tiveness, *Organizational Theories, *Systems Approach, *Systems Concepts In "modern organizational theory" communica-

tion is the focal point for the application of systems analysis to the functioning of an or-ganization. "Systems" have been defined as in-teracting elements. If the elements interacting are entirely internal, the system is closed; while if the interaction is among internal and external ele-ments, the system is open. Since scholars in-vestigate the behaviors--and their consequences-of the communicative processes within an organization, the use of the open systems approach for this investigation permits more accurate ex-amination of the information diffusion which coordinates, controls, and evaluates the activities of persons within an organization. (JM)

CS 501 206

Booth, James L. Nyquist, Jody L.
Communication in Educational Environments: A
Basic Course.

Pub Date 75 Note—44p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Communication (Thought Transfer), Communication Skills, Course Content, *Course Descriptions, Higher Education, Interaction, Preservice Education, *Social Relations, *Speech Education, *Teaching

Identifiers-*Speech Communication

This teaching guide is designed to prepare prospective teachers to assume the communication tasks demanded by today's interactive educa-tional environments. This guide is designed to be both theoretical and pragmatic, attempting to provide prospective teachers with the underlying rationale for the use of certain communication strategies and the practical, experiential use of those strategies. The course method and content are directed toward the special communication needs of the prospective teacher of any discipline. Students have an opportunity to develop an understanding of communication concepts applicable to the classroom as well as com-munication skills useful to them as persons work-ing in other aspects of the educational environment. Course content is developed through readings, lectures, discussions, structured ex-periences, and student presentations. (RB)

Roloff, Michael E.

An Empirical Investigation of a Belief Comparison
Change Model.

Pub Date 75

Note—56p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975) EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Attitudes, Behavioral Science Research, Beliefs, *Communication (Thought Transfer), Higher Education, *Models, *Per-suasive Discourse, Research Methodology, *Social Attitudes

An important area for communication researchers has been the relationship between persuasive messages and their impact on attitudes, beliefs, and behavior. A model is presented to clarify the relationship between persuasive messages and attitudes. In an effort to establish the validity of the model, six hypotheses are set forth concerning the relationship in question. Three of the six hypotheses derived from the model are confirmed, providing some support for the research utility of the model. It is concluded that the model has some utility and accuracy, but more research is needed. The nature of the direction the research should take is outlined. (The results of this study are presented in table, graph, and narrative format.) (RB)

ED 117 761 CS 501 210

Roloff, Michael E. A Model of the Selective Exposure Phenomenon. Pub Date 75

Note-35p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Behavioral Science Research,
*Communication (Thought Transfer), *Conceptual Schemes, Higher Education, *Information Seeking, Information Sources, Literature
Reviews, *Models, *Predictor Variables, Theo-

Identifiers-*Selective Exposure Phenomenon

This paper reviews the literature concerning a conceptual model that specifies the antecedent variables that produce selective exposure and the mediating variables that justify why a person selectively exposes himself or herself to information. Two advantages accrue from the model described in the literature. First, the model enhances the development of a theory for predicting accuately the existence of selective exposure. Second, the model increases the ability to control the selective exposure phenomenon. The author concludes by saying that this model is still in the preliminary stage of development and may undergo further alterations. (RB)

CS 501 212 ED 117 762

Graber, Doris A. Verbal Behavior and Politics.

Pub Date 76

Note-361p. Available from-University of Illinois Press, 54 East Gregory, Champaign, Illinois 61820

(\$12.95 cloth)

Document Not Available from EDRS

Descriptors—*Behavior, *Communication (Thought Transfer), Oral Communication, Persuasive Discourse, Political Attitudes, Political Influences, Political Socialization, *Research, *Verbal Communication

This book illustrates how and why knowledge of verbal behavior is important to an understand-ing of politics by analyzing and describing verbal behavior studies pertaining to politics. Chapters in the first part of the book discuss the various characteristics of verbal behavior: the importance of verbal behavior in politics, construction of political messages, functions and effects of verbal behavior, inferences drawn from verbal behavior, and analysis and measurement of verbal behavior. Chapters in part 2 analyze behavior in selected political settings, each chosen because of its intrinsic political importance and because it illustrates a different facet of verbal behavior (e.g., political elites, public assemblies, and small barpronucal erites, puote assemblies, and small bar-gaining groups). A bibliographical essay provides a brief guide to the sources likely to prove the most helpful to a reader delving more deeply into various aspects of verbal behavior in political contexts. Author and subject indexes are in-cluded. (JM)

Gibson, James W. Hanna, Michael S.
Audience Analysis: A Programmed Approach to
Receiver Behavior.

Pub Date 76

Note—217p. Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 paper) Document Not Available from EDRS

Descriptors—*Audiences, Body Language,
*Communication (Thought Transfer), *Group Behavior, Group Dynamics, Higher Education, Individualized Instruction, *Interaction Process Analysis, *Programed Instruction

This branching programmed instructional work-book focuses on how people behave when they hear messages. Included are materials on audience/receiver behavior and a self-instructional supplement to materials that are a part of other communication studies. Drawings and diagrams illustrate the discussions of self-analysis, selection of audiences and audience situations, time analysis, and all major audience analysis considerations that help to determine how people behave when they receive messages. If wrong answers are given, the book directs the learner to alternative selections for instruction designed to eliminate the reason for the errors. The book includes objectives at the beginning of each chapter. (RB)

Wood, Barbara S. Children and Communication: Verbal and Nonverbal Language Development.

Pub Date 76

Available from-Prentice-Hall, Inc., Englewood

Cliffs, New Jersey 07632 (\$9.95 cloth)
Document Not Available from EDRS
Descriptors— *Child Language, *Communication
(Thought Transfer), Elementary Education, In-*Language Usage, Nonverbal Communication, Oral Communication, *Teaching Models

This book takes a broad look at children learning to communicate with words, sentences, body language, and touch. It shows how children learn to communicate effectively in everyday situations by selecting the most appropriate communication strategies—the verbal and nonverbal language which they feel are best suited to the situation. Part 1 examines the forces that affect the development of children as communicators. Part 2 probes children's progress with words, sentences, and meanings. Part 3 explores the nonvertences, and meanings. Part 3 oxplores the nonverbal language children use. Part 4 offers a model of communication instruction that includes activities, materials, and ideas for the classroom. (RB)

ED 117 765 CS 501 215

Johnson, Ron Bone, Jan Understanding the Film. Pub Date 76

Note-248p. Available from-National Textbook Co., 8259 Niles Center Rd., Skokie, Illinois 60076 (\$6.65

paper)
Document Not Available from EDRS
Descriptors—Aesthetic Education, Documentaries, "Film Production, "Film Production Specialists, "Films, "Film Study, Mass Media,
available to the state of t cialists, *Films, *Visual Literacy

*Visual Literacy
Designed to encourage moviegoers to become
film viewers, this book divides the various aspects
of film into the following chapters: "The Most
Popular Art Form, "The World of Film," "Viewing the Film: The First Level of Understanding," "The Language of Film," "From Script to
Film: A case Study," "Evaluating Film: Does It
Work?" "Evaluating Film: Talking about Your
Reactions," "Evaluating Film: You Be The
Judge," and "The Moviemakers: Great Directors

and Their Films." The appendix lists and annotates selected American films, foreign films, and short films. (LL)

CS 501 216

Geddes, LaDonna McMurray 315: Another Dimension of "Equality."

Note—15p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Broadcast Television, *Freedom of Speech, Higher Education, *Mass Media, *Political Influences, *Political Issues, Politics, Speech

Identifiers-Communications Act 1934, *Equal

Time, First Amendment

This paper discusses the equal time law: Section 315 of the Communications Act of 1934. Section 315 is the major legislation governing the use of the broadcasting media in the area of politics. The underlying philosophy of the law is that people have a right to a full and complete disclosure of conflicting views of news of interest. The essence of the law is that if a broadcaster allows one candidate for public office the use of broadcast facilities, an equal opportunity to all other candidates for the same office must be afoffice calculates for the same of the first of af-forded. Many of the problems with this law are discussed including the fact that stations are not required to provide any air time at all for candidates running for public office, sometimes there are a large number of candidates running for a particular office, and the incumbent usually has an advantage over the challenger due to news coverage of both political and nonpolitical activi-ties while the incumbent is in office. A case study of the Humphrey-McGovern debates during the California Presidential Primary in 1972 is presented and discussed. The results and conclusions of the study and recommendations based on the conclusions are presented. (TS)

ED 117 767 CS 501 217

Parks, Arlie Muller Developing Educational Games for Use in Speech Communication, Language Arts, and Theatre Pub Date 75

Note-16p.; Paper presented at the Annual Meet-ing of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Objectives, *Communication (Thought Transfer), *Educational Games, Educational Strategies, Game Theory, Higher Education, *Language Arts, *Teaching Techniques, Theater Arts

The game design procedure outlined in this ar-ticle assures the designer of an educational game which will help students to learn the material stated in the game's objectives and will provide the teacher with a means of testing the student's ability to meet those objectives. Steps involved in the design are: determining the behavioral objective or objectives of the game, developing a pretest and posttest, making a rough outline of the game content, selecting game format ideas, writing instructions for playing the game, testing the game in an informal situation, and constructing the final form of the game. A great variety of game types may be designed using this technique, and games may be designed for behavioral objectives which have many broad purposes relating to teaching communication, theatre, and the language arts. (JM)

ED 117 768 CS 501 219

Lockwood, Diane Lee Boatman, Sara Marketability: Who Needs Us? and What Can We Do for Them? Pub Date 75

Note-31p.; Paper presented at the Annual Meeting of the Central States Speech Association

MI

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Career Awareness, **Career Opportunities, Career Planning, **Communication (Thought Transfer), Educational Research, **Employment Opportunities, **Employment Qualifications, Employment Services, Field Studies, Higher Education, *Occupational Choice, Surveys

Identifiers-*Speech Communication The purposes of this exploratory field study were to discover the utility of career-oriented

skills and competencies in speech communication as perceived by representatives from employment agencies, to discover current perceptions of the field by representatives from employment agencies, and to discover the bases for these percep-tions. The target sample for the study consisted of employment agencies located in Lincoln and Omaha, Nebraska. An interview schedule was constructed with 16 employment counselors. In summary, all of the masked career-oriented speech communication skills and competencies were perceived by respondents as important in terms of marketability. In addition, specialized technical skills, personal qualities, and previous work experience were mentioned as determinants of marketability. (The results are presented in both narrative and table format.) (RB)

CS 501 220

Nyquist, jody Instructional Discussion. Pub Date 75

Note-12p.; Section from instructor's manual of Stewart and D'Angelo's "Together: Communicating Interpersonally"
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cognitive Processes, *Communica-tion (Thought Transfer), *Discussion Descriptors—Cognitive Processes, "Ommunica-tion (Thought Transfer), "Discussion (Teaching Technique), Group Discussion, Higher Education, Interaction, "Questioning Techniques, Secondary Education Instructional discussion is a classroom teaching method by which students move through material

to a predetermined, new understanding by build-ing on each other's contributions and by utilizing the more experienced learner's (the teacher's) past experiences with the material. This article describes both the characteristics and the planning of instructional discussion, outlines seven levels of questions which can generate productive interaction (memory, translation, interpretation, application, analysis, synthesis, and evaluation), and provides a pattern which may be teachers first attempting to use this followed by te strategy. (JM)

ED 117 770

CS 501 221

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1 September 30, 1975.

Haskins Labs., New Haven, Conn. Report No-SR-42/43(1975)

Pub Date Nov 75

Note-304p. EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors - *Articulation (Speech), *Auditory Perception, Educational Research, Higher Education, Perception, Perceptual Development, Reports, Research, Research Reviews (Publications), *Speech, Visual Perception, Vowels

tions), "Speech, visual recreption, vowes
This status report on speech research includes
16 essays and extended reports. Included are ".
Perspectives in Vision: Conception of Perception?" "The Perception of Speech," "The
Dynamic Use of Prosody in Speech Perception,"
"Speech and the Problem of Perception," "Speech and the Problem of Perceptual Constan-cy," "Coperception," "Dichotic 'Masking' of Voice Onset Time," "The Number Two and the Natural Categories of Speech and Music, Processing Two Dimensions of Nonspeech Stimuli," "Predicting Initial Cluster Frequencies by Phonemic Difference," "Hemispheric Specialization for Speech Perception in Four-Year Old tion for Speech Perception in Four-Year Old Children from Low and Middle Socioeconomic Classes," "Automatic Segmentation of Speech into Syllabic Units," "Pushing the Voice Onset Time Boundary," "Some Maskinglike Phenomena in Speech Preception," "The Preception of Vowed Description," Vowel Duration in Vowel-Consonant and Consonant-Vowel-Consonant Syllables," "Accounting for the Poor Recognition of Isolated Vowels," and "Some Acoustic Measures of Anticipatory and Carryover Coarticulation." (TS)

ED 117 771 CS 501 222 Tandberg, Gerilyn Research Guide in Speech.

Pub Date 74

Note-205p.

Available from—General Learning Press, 250 James Street, Morristown, New Jersey 07960 (\$3.95 paper) Document Not Available from EDRS

Descriptors-Communication (Thought Transfer), Educational Research, Educational Resources, Education, Persuasive Discourse. *Public Speaking, Guides, *Reference Materials. Speeches

Identifiers-*Speech Communication

This research guide provides an overview of the basic concepts as well as a comprehensive list of references that can help both the beginning and advanced speaker. Emphasis in this docu-ment is placed on researching, writing, and delivering a speech. In addition to information on finding and developing a topic, the book contains a chart of the major ideas and techniques, and sections on discussion, debate, radio and televisections on discussion, debate, radio and televi-sion speaking, oral interpretation of literature, group reading, and reader's theater. Footnote and bibliography foorms are given as well as a listing of annotated reference works in both general and specific fields where acceptable speeches may be found. Also included are an annotated bibliography of reference works, journals, and new textbooks in the area of speech communication, tips for successful interviewing and for correspondence with government officials, and a list of addresses of national and international interest groups. (RB)

ED 117 772

CS 501 223

Greenhowe, Jean Costumes for Nursery Tale Characters.

Pub Date Feb 76

Note-87p. Available from—Plays, Inc., Publishers, 8 Arlington Street, Boston, Massachusetts 02116

Document Not Available from EDRS
Descriptors—*Characterization

Document Not Available from EDRS
Descriptors—*Characterization (Literature),
Childrens Books, *Childrens Literature,
*Clothing Design, Fiction, *Patternmaking
Identifiers—*Nursery Tales
In this book, the author illustrates and
describes ways to make a variety of costumes and
accessories with a minimum of sewing for children from about five to backey evers old. The indren from about five to twelve years old. The instructions for most of the costumes shown in this structions for most of the costumes shown in this book are based on a simple one piece tunic pattern which has only two seams and which may be made to fit all sizes and styles by altering necklines and sleeves and by varying lengths. Although the theme of the book is nursery tale dress the natterns and ideas should each be the patterns and ideas should enable readers to create other costumes. Full instructions are given for Robin Hood, Friar Tuck, Little Miss Muffet, Cinderella, the Fairy Godmother, Hot Cross Buns, Little Red Riding Hood, the Wolf, the Queen and Knave of Hearts, the Frog Prince and the Princess, Wee Willie Winkle, Gol-dilocks and Baby Bear, Little Bo-Peep, Aladdin, Mary Mary Quite Contrary, and Puss in Boots. Suggestions are also given for dressing other nursery tale characters by varying and in-terchanging parts of the costumes in the book.

ED 117 773

CS 501 224

Hilker, Gordon The Audience and You; Practical Dramatics for the Park Interpreter.

National Park Service (Dept. of Interior), Washington, D.C. Pub Date 74

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Audiences, Communication (Thought Transfer), *Demonstrations (Educational), Dramatic Play, *Interpretive Reading, Music, Nonverbal Communication, *Role Playing, *Teaching Methods, Verbal Communication

Identifiers-* National Park Service

Although the material in this booklet is specifically designed for National Park Service em-ployees, the subjects covered apply to all oral interpretive programs. The first chapter considers researching and writing the script and music and dance in the script; chapter 2 discusses settings, including speaking positions, decor, and proper-ties; equipment, and sound are the focus of chaper 3. The intent of the speech and the response of the audience are considered in the fourth chapter; and the fifth chapter concentrates on presentation, including appearance and action.
The four appendixes are devoted to discussions of ways to add dramatic values to an existing interpretetive program, a new interpretive project, voice study material, and selection of personnel.

CS 501 225

Rich, Andrea L. Interracial Communication

Pub Date 74

Note—207p.

Available from—Harper & Row Publishers, 10
East 53rd St., New York, New York 10022

(\$5.95 paper)

Document Not Available from EDRS

Descriptors—Class Activities, *Communication
(Thought Transfer), *Communication
Problems, Course Descriptions, *Cultural Interrelationships, *Intercommunication, Nonverbal Communication, Racial Characteristics, *Racial Differences, Verbal Communication Identifiers-*Interracial Communication

Designed to introduce communicators to the factors influencing them interracial and interethnic interaction, this study attempts to ex-plain the dynamics of interracial communication by offering descriptions of various interracial interaction situations and possible reasons for the existence of problems in interracial communication. The first chapter offers an introduction to interracial communication and a model of inter-cultural and interracial communication; the second discusses perception, prejudice, and inter-racial communication; the third considers stereotypes and interracial communication; the fourth introduces role theory and discusses role phases and reversal in interracial communication; the fifth considers beliefs, attitudes, values, and interracial communication; the sixth discusses language and interracial communication; and the seventh is devoted to interracial implications of nonverbal communication. The final chapter presents a plan for teaching a course on interracial communication. Classroom activities and suggestions for exercises which deal with various aspects of interracial communication are offered at the end of each chapter. (LL)

ED 117 775

CS 501 231

Clark, David W.

A Viewer Survey of the Expanded WBGU-TV Au-dience, Bowling Green, Ohio.

Corporation for Public Broadcasting, Washington,

Report No—CPB/OCR-309 Pub Date Aug 74

Note-59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

EDRS Price MF-80.83 HC-\$3.50 Plus Postage Descriptors—*Audiences, Behavior Patterns, *Community Surveys, Higher Education, Pro-graming (Broadcast), Public Opinion, *Public Television, Television Research, *Television Viewing, Viewing Time Identifiers—Ohio (Bowling Green), *WBGU Contained in this report are the results of a telephone survey conducted amone 961

telephone survey conducted among 961 households in the television market for Bowling Green, Ohio. The purpose of the survey was to determine the characteristics of the viewing au-dience for WBGU. WBGU--owned by Bowling Green State University-became the public television station for a 19-county area in northwest Ohio in March 1973. The survey indicates that WBGU-TV attracted one out of ten households throughout the expanded viewing area after its power was expanded. In those areas reached by WBGU-TV before its power was increased, more than 15 percent of the households were weekly viewers. The audience expanded despite lack of familiarity with the station in previously un-reached areas, UHF channel location, and reception problems related to incorrect antenna orientation. (The results of this survey are presented in both narrative and table format.) (RB)

ED 117 776

Sapolsky, Karen A General Analysis of the Audience of WGBH, Boston, Massachusetts.

Corporation for Public Broadcasting, Washington,

Report No-CPB/OCR-305

Pub Date Sep 74

Note—71p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Audiences, Behavior Patterns, *Broadcast Television, *Commercial Television, *Community Surveys, Higher Education, son, "Community Surveys, Fighte Calculation,"
Programing (Broadcast), Public Opinion,
Viewing Time
Identifiers—Massachusetts (Boston), *WGBH

Contained in this report are the results of a telephone survey conducted among households in the metropolitan television market for Boston, Massachusetts. The purpose of the survey was to determine the nature of the Boston television market and the role of WGBH. A random sample market and the role of WGBH. A random sample of 4157 respondents was obtained. Among the conclusions were that as family size increased, viewing of children's programs increased; as the educational level of adults in the household rose, viewing of adult programs on WGBH increased; television sets were on for two hours or more per day in more than 90 percent of the homes and for six hours or more daily in more than 40 percent; and adult viewing was greatest in cent; and adult viewing was greatest in households where there were no children. (The results of the study are presented in both narra-tive and table format.) (RB)

ED 117 777

CS 501 233

Katzman, Natan Lasselle, Sally
Community Survey, San Jose, California, Conducted for KTEH-TV, February 4th - 7th,

Corporation for Public Broadcasting, Washington,

Report No-CPB/OCR-406

Pub Date 74

Pub Date 14
Note—45p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Audiences, "Behavior Patterns,
"Community Surveys, "Educational Television,
Higher Education, Programing (Broadcast),
Public Opinion, "Public Television, Television, Television,
Postage 8 *Television Viewing, Viewing Time Research, *Television Viewing, Viewing Time Identifiers—California (San Diego), *KTEH

This study examines the characteristics of the KTEH viewing community. KTEH is an educa-tional television station serving the San Diego area. Eleven paid interviewers dialed 1582 telephone numbers selected randomly from the telephone books for metropolitan San Diego to obtain the data. It was concluded that the rela-tively low public awareness of KTEH's existence is a factor against which future growth can be measured. The low ratings of high-school sports and local meetings may not rule out the utility of such programs in an area where other stations are providing a great variety of program content. The strong indication that people want more educa-tional material, plus coverage of state government in action, suggest the potentially important role for the station. (The results of this survey are presented in both narrative and table format.) (RB)

ED 117 778

CS 501 234

Katzman, Natan Community Survey, Sacramento, California, Con-ducted for KVIE-TV, February 1974. Corporation for Public Broadcasting, Washington,

Report No-CPB/OCR-74-6220.01

Pub Date Aug 74

Note—61p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Audiences, Behavior Patterns,
*Broadcast Television, *Commercial Television, *Community Surveys, Higher Education, Programing (Broadcast), Public Opinion, Television Research, *Television Viewing, Viewing Time Identifiers—California (Sacramento), *KVIE

Contained in this report are the results of a telephone survey conducted in February 1974 among households in the metropolitan television market for Sacramento-Stockton, California. Dur-ing evening hours, paid interviewers dialed 1775 telephone numbers selected randomly from telephone books. The purpose of the survey was to determine the nature of the Sacramento television market and the role of station KVIE. It was concluded that KVIE could increase its membership by increasing its use of air-time for member-ship appeals. An appropriate and realistic goal (assuming no increase in audience size) might be 20 000 total members in the next few years. The station has a high awareness level and a good image within the area surveyed, except perhaps in Stockton. KVIE has a solid base for growth and support, and also has large untapped potential. (The results of the study are presented in both narrative and table format.) (RB)

ED 117 779 CS 501 235 Comparative Strategies of the Black and "Chicano" Movements in Achieving Economic and Social Justice.

Pub Date 76

Note—31p.; Paper presented at the Annual Meet-ing of the World Population Society Western Region (Long Beach, California, January 1976)

ing of the World Population Society Western Region (Long Beach, California, January 1976) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Changing Attitudes, *Civil Rights, Economic Status, Equal Opportunities (Jobs), Higher Education, *Justice, *Mexican Americans, *Minority Groups, *F. groes, Social Development, Social Values, Seciocultural Pat-terns.

Identifiers-Black Movement, Chicano Move-

Frequently references to spokesmen and issues of the Chicano movement for social and economic equality refer to prior experiences of the black American mass social movement. Through examining both mass social movements, it becomes obvious that exact comparisons are misleading. Numerous similarities in economic, social, and political suppression and exploitation have been experienced by both movements; but significant differences between the two movements make such comparisons inaccurate and misleading. First, linguistic and cultural differences are pronounced; second, different attitudes exist toward family structure and responsi-bilities; third, differences in attitudes of society in pointies; third, differences in attributes of society in general have resulted largely from the historical distinction between a "conquered" people and a "captured" or "kidnapped" people. Effects of these differences justify unique remedies rather than merely adapting those techniques used to resolve black American needs as solutions to resolve Chicano economic and social needs. (Author)

ED 117 780 CS 501 238

Becker, Carol Rose Sciuto

Becker, Carol Rose Sciulo
Language Strategies in Media Content Directed to
Urban Black Primary Children: A Content
Analysis of Selected Books, Films and Televi-Pub Date 74

Note—283p.; Ph.D. Dissertation, Case Western Reserve University

Reserve University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-5051, MFilm \$7.50, Xerography \$15.00) Document Not Available from EDRS

Descriptors—Childrens Books, *Content Analysis, Doctoral Theses, Elementary Education, *Mass Media, Media Research, *Negro Dialects, *Negro Stereotypes, Primary Education, Television

The purpose of this study was to ascertain the awareness and application of Black English features by writers and producers of materials for young children which represent black characters in a fictive setting. The study was limited to materials which were available to inner city children in Cleveland, Ohio, through libraries. Fifty-three fiction books, eleven films and/or sound filmstrips, and selected episodes from four television programs were examined for the presence of specified contextual elements which would affect the language strategy and structure used by the characters. Each of the media was also examined for the application of certain phonological, matical and lexical features of Black English.

Some of the conclusions reached were that through contextual elements, books reveal a similarity in setting, family composition, number of children, sex of the main character and socio-economic level; while films present a generalized portrait of the urban setting, they do not give more than minimum contextual details; and television programs showing black cl tend to portray stereotypes. (Author/TS) characters

ED 117 781

CS 501 242

Paulin, Kenneth Clarence A Study of the Relationship between Values and Listening Comprehension Pub Date 75

Note-95p.; Ph.D. Dissertation, Purdue Universi-

Available from-University Microfilms, P. O. Box Available from —University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-575, MFilm 87.50, Xerography \$15.00) Document Not Available from EDRS Descriptors—College Students, Doctoral Theses, Higher Education, "Language Research, "Listening Comprehension, *Values This study was designed to examine the rela-

tionship between values and listening comprehen-sion. Subjects were 146 freshman and sophomore

speech students at Eastern Michigan University during the 1971 summer session. The listening sub-test of the Sequential Tests of Educational Progress (STEP) and the Allport, Vernon, and Lindzey Study of Values were administered to all of the subjects. No significant differences in listening comprehension of groups of subjects with different values were discovered. The results also indicated that the scores on the sub-tests of the Study of Values are not a good predictor of listening comprehension behavior as measured with the STEP Test. Finally, the fifteen subjects with the highest and lowest score in the economic and religious value categories were testedto determine if those who had listened to a message which was congruent with their salient value category would have a significantly higher mean score on a listening comprehension test over this message than the three other groups. No such significantly higher score was found.
(Author/MKM)

EA

ED 117 782 95 EA 006 860

Piele, Philip Wright, Darrell Enrollment Forecasting. Educational Facilities Digest 1.

Council of Educational Facility Planners, Colum bus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date [76] Contract—OEC-0-8-080353-3514

Available from—Council of Educational Facility Planners, International, 29 W. Woodruff Ave., Columbus, Ohio 43210 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Annotated Bibliographies, Elementary Secondary Education, Enrollment Influences, *Enrollment Projections, Enrollment Higher Education, *Literature *Models, *School Demography, Trends.

School Planning Enrollment forecasting is a subject for scholars of varied interests and concerns. The literature reflects several perspectives, including those of school administrators, facilities planners, mathematicians, statisticians, demographers, and com-puter programmers. This pamphlet contains an nalysis and annotated bibliographies of 29 publications on enrollment forecasting that are available in the ERIC system. (Author/MLF)

95 EA 007 571 Piele, Philip Wright, Darrell

Evaluating the Existing School Plant. Educational Facilities Digest 2.

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date [76] Contract--OEC-0-8-080353-3514

I M I

Available from—Council of Educational Facility Planners, International, 29 W. Woodruff Ave., Columbus, Ohio 43210 (\$1.50) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Annotated Bibliographies, Elementary Secondary Education, *Evaluation Methods, Facility Case Studies, *Facility Guidelines, Higher Education, *Literature

Guidelines, Higher Education, *Literature Reviews, *School Buildings In general, the guides for evaluating existing school buildings list the various elements of the senon buildings has the various elements of the building and its properties. The elements com-monly listed include site, which embraces the adequacy of size, location, and natural environ-ment; internal environment, which is commonly divided into space, visual qualities, thermal qualities, and sonic qualities; and instructional adequa-cy, which is listed in terms of equipment, space utilization, and design. This pamphlet contains an analysis and annotated bibliographies of ten publications on school building evaluation that are available in the ERIC system. A supplementary bibliography lists eight additional citations.
(Author/MLF)

ED 117 784 95 EA 007 778 Busing for Desegregation. The Best of ERIC, Number 15.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date Feb 76

Contract-OEC-0-8-0-080353-3514

Note-5p.

Available from-ERIC Clearinghouse on Educa-Available from—ERRIC Creamingtons tional Management, University of Oregon, Eu-gene, Oregon 97403 (free) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Annotated Bibliographies, *Bus

EDRS Price MF-\$0.85 nc-\$1.07 Descriptors—*Annotated Bibliographies, *Bus *Integration Litigation, Transportation, *Integration Liti
*Literature Reviews, *School Integration

Annotations of 13 publications on the topic of "Busing" were selected to give the practicing educator easy access to the most significant and useful information available from ERIC. (MLF)

ED 117 785 EA 007 784

Knowles, Matthew C.

A Procedure for Developing an Articulated Educa-tional Program for a Middle School or Junior Pub Date 75

Note-100p.; Submitted in partial fulfillment of the requirements for Doctor of Education, Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Articulation (Program), *Change Strategies, Educational Improvement, Elemenstrategies, eucasionai improvement, Elemen-tary Secondary Education, Experimental Pro-grams, *Middle Schools, *Program Descrip-tions, *Program Development, Tables (Data) Identifiers—Pennsylvania (Philadelphia)

The purpose of this practicum was to develop and implement an articulated educational program for an urban middle school. In his discussion, the author identifies a number of programs that contribute to poor articulation and suggests activities that can overcome these problems. Heart of the practicum was an effort to improve articulation between one middle school and the four elementary schools and four secondary schools attended by most of its entering and graduating students. All the schools were located in Administrative District 1 of the Philadelphia School District. Data measuring the effects of the articulation project were generated through the use of surveys, student questionnaires, and offi-cial school records. The data presented suggest that a program similar to the one described in this report can effectively reduce articulation problems in an urban middle school. (JG)

ED 117 786 EA 007 823

Michel, George J.

The Concept of Control Related to Decisions Under Appointed and Elected School Boards. Pub Date [75]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Board of Education Policy, *Boards of Education, Community Control,

*Decision Making, Educational Policy, Elementary Secondary Education, Governance, Policy Formation, *Political Influences, Politics, School Community Relationship This study examined a school district before

and after its school board changed from appointed status to elected status to determine there were significant differences in the board's handling of constituent demands. School board minutes were examined and demands were analyzed for a six-month period under the appointed school board, then compared to demands for six months under the elected school board. Results of the analysis showed significant dif-ferences in the control functions of the appointed and elected school boards in 6 of 15 demand areas. Of these, the elected school board was more responsive in the three areas of new teaching methods, student behavior, and community services. There were distinct differences in the control functions performed by the appointed and elected boards. However, only demands for new teaching methods were both quantitatively and qualitatively different under the elected board. There was strong evidence that the school board does exert political control in processing its decisions. This seems to disagree with some earlier studies, but the earlier studies concentrated only on money demands. By broadening the spec-

trum of demands analyzed, the present study found significant differences in political control functions that earlier studies had missed. (Author/JG)

EA 007 824 ED 117 787 Issue Papers in School Finance. A Report to the State Board of Education by The School Finance Task Force. Minnesota State School Finance Task Force, St.

Spons Agency—Minnesota State Dept. of Educa-tion, St. Paul. Div. of Planning and Develop-

Pub Date Sep 74 -177p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Educational Finance, Elementary Secondary Education, Equalization Aid. secondary Education, Equalization Aid, Finance Reform, Fiscal Capacity, *Foundation Programs, Management Systems, School District Spending, *School Taxes, *State Aid, *Statistical Data, Tables (Data)

*Statistical Data, Tables (Data) Identifiers—Educational Overburden, *Minnesota This report consists mainly of four separate issue papers, each prepared by an individual committee of the Minnesota School Task Force. Topics of the papers include educational management systems, Minnesota's state foundation aid gram, school tax levy limitations, and educational overburden. In addition to the issue papers, the report also contains some additional comm and dissenting remarks prepared by individual members of the task force. Each issue paper contains a study summary, the committee's recom-mendations for action, and a discussion of the problem areas. The foundation aid and levy limitation papers each have an appendix of relevant statistical data. Each of the issue papers is organized so that the casual reader can get the gist of the paper by reading the first few pages of it. (Author/JG)

Haughton, Donna D. Enos, Donald F.
Project and PERT Design Manual for PREM.
Preparing Regular Educators for Mainstream-

ing Project.
Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 75

Grant-OEG-007501218

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—Critical Path Method, *Exceptional Child Education, Flow Charts, Higher Education, Management Systems, Performance Based Teacher Education, *Program Descriptions, *Program Development, Program Planning, *Regular Class Placement, *Teacher Education Identifiers—PERT, PREM, *Preparing Regular Educator for Maintenania Planna Pergular Feducator for Maintenania Planna Pergular Per Educators for Mainstreaming, Program Evaluation and Review Technique

This publication describes the Program Evalua-tion and Review Technique (PERT) network for the Preparing Regular Educators for Mainstream-ing (PREM) project. PREM is a competency-guided program being developed at the University of Texas at Austin to prepare educators to meet the needs of exceptional children in the regular classroom. PERT is an administrative device for the improvement of the planning, controlling, and the improvement of the planning, controlling, and decision-making activities experienced in project development. This publication presents the PERT network developed for use in the three-year PREM project. Estimated expenditures of time for various activities and planned completion dates for different events are outlined. In an attempt to channel resources for the user's effective. tempt to channel resources for the most effective tempt to climate teach teach teach to the utilization of time and energy, the critical path for the completion of the activities is provided. Also included are flow charts illustrating both inintercluster tracluster and functioning. (Author/JG)

ED 117 789

Miller, Frank R.
The Selection and Appointment of School Heads. A Manual of Suggestions to Boards of Trustees and Candidates. Second Edition.

National Association of Independent Schools,
Boston, Mass.
Pub Date Nov 75

Note-50p.; Related document is ED 083 752 Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Personnel, Administrator Evaluation, Administrator Qualifications. Administrator Selection, *Board of Education Role, *Chief Administrators, Elementary Secondary Education, Guidelines, Job Applicants, *Private Schools, *Trustees

cants, *Private Schools, *Trustees
This publication is intended primarily to guide
private school trustees in the task of finding,
selecting, and hiring a new headmaster or superintendent for their school. However, part of
the content is aimed at prospective candidates for
such jobs, so the booklet has some value for
them, as well. The booklet is organized in two
major sections. Section 1 is addressed to the
board of trustees and offers proeffic suspections. board of trustees and offers specific suggestions on how to recruit and evaluate applicants for the headmaster position. Section 2 is addressed to candidates for the job of headmaster and discusses various points they should consider in deciding whether to pursue or accept such a job. The appendix presents actual examples of various documents, letters, and descriptions that illustrate key steps in the hiring of a private school head-master. (JG)

ED 117 790

EA 007 829

Payne, Arnold, Comp. Payne, Arnola, Comp.
Build Your Own Inventory System. Annual Cost:
\$100.00 (Approximate). Fixed Assets, Materials
and Supplies. The Practical Elements for a
Computerized, Continuing Inventory System in
Schools and Use in Determining a Measure for
Instructional Cost.

Education Service Center Region 13, Austin, Tex.; Gonzales Independent School District,

1ex.
Pub Date [75]
Note—54p.; Not available in hard copy due to reproducibility of original document
Available from—Dr. Arnold Payne, Gonzales Independent School District, Gonzales, Texas 78629 (5100) 78629 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Descriptors— *Computer Oriented Programs, Elementary Secondary Education, Facility Inventory, Flow Charts, *Management Systems, Program Descriptions, *Property Accounting, *Recordkeeping, *Records (Forms), Systems Descriptions. Development

This publication presents performance flow charts and other accompanying forms that are elements of an economical computerized continuing inventory system. The system described here is intended to serve school systems as an adequate fixed asset system and to provide a computerized inventory model that offers support for costs of future educational program designs and contributes to budget preparation by scho and contributes to budget preparation by school systems. The inventory design consists of two subsystems, one for fixed assets and one for materials and supplies. The sample forms presented are applicable to both of these subsystems and include inventory reports, buglary/wandalism/loss reports, maintenance of inventory records, new acquisition/file update records, conjument checkout forms. forms for permanent equipment checkout forms, forms for permanent transfer or disposal of fixed assets or supplies, transfer or disposal of fixed assets or supplies, and forms for making miscellaneous record changes. In addition, group and item classifications are explained along with a plan for numbering inventory items, and an explanation of how to develop a catalog of item labels with identifying numbers is provided. A sample computer printout is also included. (Author/JG)

EA 007 845 ED 117 791 Elementary and Secondary Schools Under the Fair Labor Standards Act. Employment Standards Administration (DOL),

Washington, D.C. Wage and Hour Div. Report No-WH-Pub-1332-Rev

Pub Date Jan 74

Note—12p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Finance, *Elementary Secondary Education, Employer Employee Relationship, *Federal Legislation, Guidelines, *Industrial Relations, *Labor Standards, *School Law

Identifiers—*Fair Labor Standards Act
This pamphlet provides general information
and guidelines concerning the application of the federal Fair Labor Standards Act to employees of elementary and secondary schools, as of January 1974. Separate short sections of the pamphlet examine various provisions of the act, emphasizing their impact on employer-employee relations in the schools. Specific topics discussed include coverage of the act, basic monetary requirements, equal pay provisions, overtime regulations, provion hours worked, exemptions from the act, child labor provisions, and enforcement of the

ED 117 792 EA 007 847 Child Nutrition Programs. Hearings Before the Subcommittee on Agricultural Research and General Legislation of the Committee on Agriculture and Forestry. United States Senate, Ninety-Fourth Congress. First Session on S.850, , S.894, S.882, and S.1309, April 22 and 24, 1975,

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.
Pub Date Apr 75

Note-312p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage
Descriptors—Breakfast Programs, Child Welfare,
Educational Finance, Educational Legislation, *Elementary Secondary Education, Federal Aid, Federal Government, *Federal Legisla-tion, *Federal Programs, *Lunch Programs, Nutrition

Identifiers-Child Nutrition Act 1966, *National School Lunch Act

This publication is a comprehensive record of testimony and exhibits presented to a subcommit-tee of the Committee on Agriculture and Forestry of the U.S. Senate during hearings on five proposed bills that would have extended and/or revised the various child nutrition programs financed by the federal government. The hearings were conducted on April 22 and April 24, 1975, and were concerned with the following legislation: S. 850, a bill to amend the National School Lunch Act and Child Nutrition Act in order to extend and revise the special food service program for children, the special supplemental food program, and the school breakfast program; S. 882, a bill to extend and revise the special supplemental food program; S. 891, a bill to amend the National School Lunch Act and the Child Nutrition Act of 1966 to authorize additional appropriations; S. 894, a bill to establish a universal food service program for children; and S. 1309, a bill to amend the National School Lunch Act to assure that the school food service program is maintained. Testimony and exhibits are presented chronologically and indexed alphabetically by witnesses' names. (JG)

ED 117 793

EA 007 849

Glazer, Nathan On Alternatives to Busing.

Pub Date Dec 75

Note-11p.; Speech given at the National Con

Note—11p.; speech given at the National Con-ference on Alternatives to Busing (1st, Louisville, Kentucky, December 5-6, 1975) EDRS Price MF-50.63 MC-\$1.67 Plus Postage Descriptors—*Bus Transportation, Civil Rights, Elementary Secondary Education, Integration, Methods, *Racial Integration, *School Integra-tion, *Social Change, *Sociocultural Patterns, Völuntary Integration Voluntary Integration

According to the author, people who favor compulsory assignment of children to schools on the basis of race base their position on the assumptions that Americans will make no progress toward an integrated society except under com pulsion, and that the proof of an integrated society is the even distribution of minorities throughout society. In this paper, the author of-fers arguments and statistics to refute these two assumptions. He presents demographic evidence of a recent trend toward greater racial equality and asserts that this trend makes radical solutions like compulsory busing unnecessary. And the fact that members of many racial and ethnic groups tend to cluster together voluntarily, he argues, shows the folly of striving for the equal distribution of minority groups throughout our society. (IG)

ED 117 794 EA 007 850

Barbe, Richard H.

Systems Theory and Education's Goals. Pub Date Jan 75

Note-6p.; Paper presented to Society for General Systems Research (New York City, EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Conceptual Schemes, *Educational Administration, *Educational Objectives, Edu-cational Theories, Management Systems, *Program Planning, *Systems Approach, *Systems Concepts Identifiers—*General Systems Theor

Education is criticized both for failure to ac-complish its objectives and for the inappropriateness of those objectives. Perhaps there is a need for an educational system that is not directed toward specific, predetermined goals. It seems that educators have adapted the engineering and management applications of general systems theory. Instead of extending systems theory to education, educators have adapted and adopted other field's applications. Almost all these borrowed applications are linear program models capable of attaining one specific product. The a priori establishment of relatively fixed objectives is characteristic of most "systems" instruction, but useful goal statements are hard to come by in education. A possible alternative is to adapt general systems theory itself, rather than its appli-cations. Both summative and formative feedback may be used to refine and redefine goals, rather than to simply accept or reject the entire en-gineered system, as is often done now. Instead of trying to agree on where education should be pointing learners, educators can agree on mechanisms for making all decisions within the operating system. (Author/JG)

ED 117 795 EA 007 851 Coleman, James S.
Compulsory Racial Balance in the Schools.
Pub Date 5 Dec 75

Note—16p.; Speech given at the National Conference on Alternatives to Busing (1st, Louisville, Kentucky, December 5-6, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Bus Transportation, Civil Rights. Elementary Secondary Education, Integration
Methods, *Racial Integration, Racially
Balanced Schools, *Residential Patterns, *School Integration, Social Change, *Voluntary Integration

In this paper, the author analyzes what has happened since 1954 in the area of school integration and suggests what he feels are appropriate policies for the future. He identifies two major changes that have affected school integra-tion since 1954--a change in residential patterns that has increased segregation in recent years, and a change in the idea of what constitutes desegregation. The courts have changed the "rules of the game," he argues, by confusing the essentially different goals of eradicating legally sanctioned segregation and overcoming the educational handicaps of blacks that have resulted from official and unofficial discrimination. The author asserts that, because of white flight to the suburbs, efforts to achieve compulsory racial subures, efforts to achieve compulsory racial balance in the schools will succeed only where there is sufficient community support for the idea. A more realistic alternative, he suggests, is to attack the effects of residential discrimination by adopting a voluntary "integrating transfer" plan that permits children to attend any school in their metropolitan area, so long as they transfer to a school with a smaller proportion of persons from their race. (JG)

ED 117 796 EA 007 852

O'Neil, Harold R. Kaiser, Dale E. The Impact of Federal Funding on Small School Districts. Research Bulletin No. 20. Association of School Business Officials, Chicago,

III. Research Corp. Pub Date 75

Available from-Association of School Business Officials, Research Corporation, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$4.00, nonmembers)

Document Not Available from EDRS

Descriptors—Administrator Attitudes, Educa-tional Finance, Elementary Secondary Educational Finance, Elementary Secondary Educa-tion, "Federal Aid, "Federal Programs, Litera-ture Reviews, "National Surveys, Question-naires, "School Districts, "Tables (Data) This booklet examines the impact of federal funding on small school districts in the United

States and is intended to provide information that will be useful to local school districts as well as to the state and federal agencies responsible for al-locating federal funds. Much of the data for the study was gathered through a survey questionnaire that was distributed to all public school districts with enrollments of 5,000 or less that also hold membership in the Association of School Business Officials. Chapter 1 briefly discusses the background, purpose, and design of the study; chapter 2 describes in detail the research design and methodology; chapter 3 reviews and examines relevant literature on the development and role of federal aid to education; chapter 4 presents and interprets findings of the study; and chapter 5 presents the authors' conclusions and recommendations based on review of the literature and analysis of reponses to the survey questionnaire. (Author/JG)

ED 117 797

EA 007 853

Hirsekorn, Robert Herman, Jerry J. Administrator's Guide to School Construction, Remodeling and Maintenance. Pub Date 75

Note-207p.

Note—207p.

Available from—Parker Publishing Company, Inc., West Nyack, New York 10994 (\$14.95)

Document Not Available from EDRS

Descriptors—*Administrator Guides, Administrator Role, *Construction Costs, Construction Programs, *Educational Facilities, Educational Finance, Elementary Secondary Education, *Facility Planning, School Buildings, *School Construction, School Improvement, School Maintenance Maintenance

This book discusses each of the specific phases of a school building program from recognition of the need to build through the occupancy and maintenance of the building. The presentations offer practical examples in the areas of preplanning, development of educational and architectural specifications, selling and financing architectural specifications, selling and financing school buildings, constructing and equipping facilities, and school maintenance. Throughout the book, realistic, simplified approaches to problem-solving are presented, and the advantages and disadvantages of alternative solutions are discussed. Individual chapters focus in turn on developing educational specifications, financing and selling the need for educational facilities, remodeling and renovating old buildings, designating major responsibilities and architectural specifications, evaluating methods and materials for constructing new facilities, dealing with the various trades and engolithics. ing with the various trades and specialties in-volved in a school construction or remodeling project, and maintaining educational facilities. (Author/JG)

ED 117 798 EA 007 854

Stieber, Gertrude N. Bushey, Julia A. Scheduled Salaries for Professional Personnel in Public Schools, 1975-76. Part 1 of National Survey of Salaries and Wages in Public Schools.

ERS Report.

Educational Research Service, Washington, D.C.

MΙ

Note-75p.; Related documents are EA 007 855-Available from-Educational Research Service,

Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00 for Part 1, \$25.00 for three-volume set)

Document Not Available from EDRS

Descriptors—Administrative Personnel, Educa-tional Finance, Elementary Secondary Educa-tion, *National Surveys, *Professional Personnel, Public School Systems, *Salaries, School District Spending, *School Surveys, *Tables (Data), *Teacher Salaries

(Data), "Teacher salaries
This publication is part 1 of a three-part report
of the 1975-76 Educational Research Service National Survey of Salaries and Wages in Public
Schools. This volume reports 1975-76 school data on salaries scheduled by public school systems for 22 selected professional positions. Included are salary data for central office administrators such as superintendents, associate superintendents, and subject-matter supervisors, as well as similar data professional staff assigned to individual schools, including classroom teachers, principals, and librarians. The survey collected data on salaries scheduled and salaries paid for 22 selected professional positions and 10 selected support positions in public school systems throughout the United States. The sample for the survey was randomly selected from all public school systems enrolling 300 or more pupils. The 742 responding school systems reported data covering approximately one-third of all public school employees. Salary data in each volume are presented and analyzed according to four categories of school system enrollment, four levels of per-pupil expenditure, eight geographic regions, and for each individual school system arranged alphabetically by state. (Author/JG)

ED 117 799 EA 007 855

Stieber, Gertrude N. Bushey, Julia A. Salaries Paid Professional Personnel in Public Schools, 1975-76. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Re-

port.
Educational Research Service, Washington, D.C. Pub Date 76

Note-113p.; Related documents are EA 007

854-856 Available from-Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00 for Part 2, \$25.00 for three-volume set)

Document Not Available from EDRS

Descriptors—Administrative Personnel, Educa-tional Finance, Elementary Secondary Educa-tion, *National Surveys, *Professional Personnel, Public School Systems, *Salaries, School District Spending, *School Surveys, Tables District Spending, *Sch (Data), *Teacher Salaries

This publication is part 2 of a three-part report of the 1975-76 Educational Research Service National Survey of Salaries and Wages in Public Schools. This volume reports 1975-76 school year data on salaries actually paid by public school systems for 21 selected professional positions. In-cluded are salary data for central office administrators such as superintendents, associate superintendents, and subject-matter supervisors, as well as similar data for professional staff assigned to individual schools, including classroom teachers, principals, and librarians. The survey collected data on salaries scheduled and salaries paid for 22 selected professional positions and 10 selected support positions in public school systems throughout the United States. The sample for the was randomly selected from all public school systems enrolling 300 or more pupils. The 742 responding school systems reported data covering approximately one-third of all public school employees. Salary data in each volume are presented and analyzed according to four categories of school system enrollment, four levels of per-pupil expenditure, eight geographic regions, and for each individual school system arranged alphabetically by state. (Author/JG)

ED 117 800 EA 007 856

Stieber, Gertrude N. Bushey, Julia A.
Wages and Salaries Paid Support Personnel in
Public Schools, 1975-76. Part 3 of National urvey of Salaries and Wages in Public Schools. ERS Report.
Educational Research Service, Washington, D.C.

Pub Date 76

Note-73p.; Related documents are EA 007 854-

Available from-Educational Research Service. Variable from Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00 for Part 3, \$25.00 for three-volume set)

Document Not Available from EDRS
Descriptors—Educational Finance, Elementary

Secondary Education, *National *Nonprofessional Personnel, Paraprofessional *Nonprotessional Personnel, Paraprotessional School Personnel, Public School Systems, Salaries, *School District Spending, *School Surveys, Tables (Data), *Wages
This publication is part 3 of a three-part report of the 1975-76 Educational Research Service Na-

tional Survey of Salaries and Wages in Public Schools. This volume reports 1975-76 school year data on salaries or annual earnings for five selected clerical positions, as well as hourly wage rates of instructional teacher aides, noninstructional teacher aides, building custodians, cafeteria workers, and bus drivers. The survey collected data on salaries scheduled and salaries paid for 22 selected professional positions and 10 selected support positions in public school systems throughout the United States. The sample for the survey was randomly selected from all public school systems enrolling 300 or more pupils. The 742 responding school systems reported data covering approximately one-third of all public school employees. Salary data in each volume are presented and analyzed according to four categories of school system enrollment, four levels of per-pupil expenditure, eight geographic regions, and for each individual school system arranged alphabetically by state. (Author/JG) ED 117 801

EA 007 857

Splaine, John Compulsory Schooling: The Legal Issue.
Pub Date [75]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Attendance, Delinquents, Elementary Secondary Education, *School Attendance Legislation, School Law, Schools, *Truancy An examination of the school laws in the 50

states reveals that 47 have penalties that can result in forced incarceration for young people who do not attend school. In a five-year period, 341 young persons were committed to Maryland juvenile institutions for the crime of truancy. During the same time, 2,699 young people were committed to institutions because they were considered to be "Children in Need of Supervision" (CINS), which includes truants, runaways, and children deemed to be ungovernable. It is reasonable to assume that some of the people who were committed for being runaways and un-governable have had problems with truancy. Thirty-four percent of all Maryland delinquents committed were in the CINS category. If students were not compelled to attend school, the monetary savings from truant officers and their staffs, vandalism, and incarceration of young people would be more than enough to achieve the American dream of free public education for all of our people. Further, there would be more money for compensatory and specialized educational grams that are often prohibitively expensive with the present law. (Author/RT)

ED 117 802

EA 007 858 Pilot Study of Differentiated Staffing. Report to the California Legislature as Required by Chapter 966, Statutes of 1970.

California State Dept. of Education, Sacramento. Pub Date 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Academic Achievement, Community Involvement, *Differentiated Staffs, Elementary Education, Individualized Instruction, Junior High Schools, *Pilot Projects, Staff Utiliza-

Identifiers-*California

Chapter 966, Statutes of 1970, authorized the Superintendent of Public Instruction to exempt no more than five school districts from existing statutory provisions establishing minimum class-size standards and reporting requirements. The purpose of the exemption was to enable selected districts to establish pilot programs using dif-ferentiated staffing patterns without loss of state funds. The five districts selected to begin the program in the 1971-72 school year were Cupertino Elementary, Fresno Unified, Newport-Mesa Unified, Ocean View Elementary, and San Jose Unified San Jose requested to be dropped from the program in 1973 and was replaced by Mon-rovia Unified. Each district has submitted a report listing its objectives, describing its program and activities, and summarizing its results. Sum-mary descriptions are presented in Appendix A of this report. Four basic objectives have been common to all five districts--to reduce the pupil-adult ratio by increasing the number of adults in the classroom, to individualize instruction to meet the unique educational needs of each child, to increase community involvement in the schools, and to increase the reading and mathematics achievement of students in participating schools. All five districts reported successful programs. (Author/IRT)

ED 117 803

FA 007 859

Hewes, Jeremy Joan Build Your Own Playground! A Sourcebook of Play Sculptures, Designs, and Concepts from the Work of Jay Beckwith.

Pub Date 74 Note—223p.; Photographs may reproduce poorly Available from-Houghton Mifflin Company, Park Street, Boston, Massachusetts 02107 (\$15.00 cloth, \$7.95 paper)

Decument Not Available from EDRS
Descriptors—Building Materials, Child Development, *Community Involvement, *Construction (Process), Construction Needs, Environmental Education, *Facility Guidelines, Financial Support, Found Spaces, Play, *Playground Activities, *Playgrounds, Safety, Site Development A discussion of the reasons for communities to

work together in planning and building

playground opens this resource guide. Following are practical considerations involving dealing with bureaucracies, acquiring playground space, raising funds, locating materials, and beginning con-struction. In the nuts-and-bolts sections of the book the options are identified: the type of book the options are inclining: the type of frames and their uses, ways to organize whole structures, how to use tools safely, and how to help people work efficiently. Ways are shown to provide for the three principal types of play: ac-tive, climbing, and quiet play. Sample forms for materials, contract considerations, basic needs, and material-ordering are included. The final chapter offers some specific examples to enhance children's environments in ways other than playgrounds, along with suggestions for providing play experiences for children with special needs. prayings and photographs of existing playgrounds accompany the text. A bibliography is also included. (Author/MLF)

ED 117 804 EA 007 860 Small Schools Task Force. Final Report. Eugene Public Schools, Oreg.

Pub Date 16 Feb 76 Note-83p.

Available from-Office of Media Services, School District 4J, 200 North Monroe, Eugene, Oregon 97402 (\$0.75)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—*Community Schools, Costs, Educa-tion, Educational Alternatives, Educational Finance, Educational Planning, Elementary Secondary Education, Enrollment Projections, Secondary Education, Enrollment Projections, *Enrollment Trends, Population Trends, Pro-grams, Safety, School Buildings, *School Clos-ing, *School Community Relationship, School Design, School Size, Shared Facilities, *Small Schools, Staff Utilization, Student Transportation

Identifiers—*Oregon (Eugene)
In the spring of 1975 the Eugene (Oregon) school board appointed a task force to make a comprehensive study related to all aspects of possible closure of small schools. Consideration was given to population and enrollment trends; economics; building condition; school size; school design: neighborhood and community implications; program capacity; staffing; alternatives in personnel, support programs, and facilities; and criteria for evaluation of low enrollment schools. Among the group's recommendations were that no elementary school be closed at the time; that the school board set a standard for the amount of non-classroom-space necessary for effective operation of an elementary school; that alternative use of extra space in any of the 31 elementary schools be actively sought; that whenever enrollment at any school drops below 75 percent of program capacity, a committee determine the best use of all parts of that school; that alternative use for buildings be found before any schools are closed; that small neighborhood schools accessible on foot be maintained even at some additional costs, and that when new schools are constructed, buildings be designed for an enrollment of 200 to 350 students. (Author/IRT)

EA 007 861 School Furniture Development: An Evaluation.

Educational Studies and Documents No. 16. Scriven (F.B.) and Associates, London (England).; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Pub Date 75

Note-56p.; Photos will reproduce poorly Available from—Unesco Publications Center, P.O. Box 433, New York, New York 10016

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Furniture, Deserties *Equipment Descriptors—*Classroom Furniture, Design Needs, *Developing Nations, *Equipment Evaluation, Equipment Standards, *Furniture

Design, Human Engineering, International Or-ganizations, *Performance Criteria Unesco is playing an increasingly important role in helping developing countries adapt school furniture in line with educational methods and goals. This publication includes an independent evaluation of Unesco's school furniture projects in Sri Lanka and Tunisia. For purposes of comparison, evaluation of a furniture project carried out by the Department of Education and Science in the United Kingdom is also included.
(Author/MLF) ED 117 806 EA 007 862 Fitzpatrick, G. S. Zani, T. L.

Teachers' Comments on Open Area and Conven-tional School Design. Australian Open Area Schools Project Technical Report No. 2. Western Australia Education Dept., Perth.

Spons Agency—Australian Advisory Committee on Research and Development in Education, Pub Date 74

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Design Needs, Elementary Educa-tion, Interviews, Open Education, *Open Plan Schools, *School Architecture, *School Design, *Teacher Attitudes Identifiers-Australia

The comments contained in this paper are excerpts from intensive interviews with 27 teachers in open area primary schools, asking their recom-mendations for architectural changes in future open area schools and in traditional type schools to accommodate open education techniques. They were also asked, "Would you like to see this school more open or less open?" The respondents are not represented as a typical group of teachers, but were chosen for their extreme attitudes for and against teaching in open area schools. All respondents were teaching in western Australian open area schools of a post-1968 design. The appendix contains floor plans and text describing school design developments in the region to 1972. (Author/MLF)

EA 007 863 Weatherman, Richard F., Ed. Hollingsworth,

Sue Ann, Ed. Sue Ann, Ed.

Administration of Special Education for Rural and Sparsely Populated Areas.

Minnesota Univ., Minneapolis. Dept. of Continuing Education and Extension.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant-OEG-0-73-7096

-162p.

Available from—Department of Educational Administration, 300 Health Services Building, University of Minnesota, St. Paul, Minnesota 55108 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conference Reports, Elementary Secondary Education, Handicapped Students, Population Distribution, *Problem Solving, *Program Descriptions, *Rural Education, Rural Schools, *Special Education, *Special Programs

This book is a compilation of papers prepared for a 1975 conference on the delivery of special education services. Because conference partici-pants were from states where problems of distance and low population density complicate distance and tow population density complicate the delivery of special education programs, a multifaceted approach was used to address these two critical problems. The 11 individual articles that compose the book focus on the future trends and current difficulties educators must face in and current officulties educators mass face...

developing programs for handicapped children.

The articles include "Economic Outlook for Human Service Delivery in Rural America," "

"Underside Plan for Special Education." " Statewide Plan for Special Education," "-Problems and Issues in a Rural Cooperative," "The Southwest Regional Educational Service Agency for Mainstreaming Handicapped Children," "Implementing Early Education Programs for Handicapped Children," "A Look at Regional Centers Serving Handicapped Children," "ESEA Title III and Its Implications for Service Han-dicapped Students," "A Model for Training Leadership Persons in Rural and Sparsely Popu-Leauersing rersons in Rural and Sparsely Populated Areas," "Trends in School Finance and Budgeting," "Personnel Management in Rural/Sparsely Populated Areas," and "Evaluating Need for Special Education Service in Sparsely Populated Areas." (JG)

ED 117 808 EA 007 864 Strike! A Planning Manual for Ohio School

Ohio School Boards Association, Columbus. Pub Date 75

Note—46p. Available from—Ohio School Boards Association, 700 Brooksedge Blvd., Westerville, Ohio 43081 (\$7.00, nonmembers)

Document Not Available from EDRS

Descriptors—*Administrator Role, *Board of Education Role, Boards of Education, Educational Planning, Elementary Secondary Educa-tion, *Guidelines, Industrial Relations, *Labor Problems, State Legislation, Teacher Employment, *Teacher Strikes Identifiers-*Ohio

This manual is intended to aid school board members in developing an organizational struc-ture within the school district management team that will facilitate efficient and effective respons to teacher strikes. In addition to discussing the development of an appropriate organizational structure, the manual also provides tactical ad-vice, presents checklists of important planning questions, and lists sources of additional assistance for school board members faced with the possibility of a teacher strike. Rather than presenting a complete strike plan, it attempts to guide board members and administrators in formulating their own strike plan appropriate to the particular needs of their district. Although the manual was prepared specifically for school boards in the state of Ohio, most of its content will be equally useful to board members in other states as well. (JC)

ED 117 809 EA 007 865 Flanagan, John C. Russ-Eft, Darlene
An Empirical Study to Aid in Formulating Educational Goals [and] Appendices.
American Institutes for Research in the
Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—AIR-42000-6-75-FR

Pub Date 30 Jun 75 Grant-NEG-00-3-0148

Note—192p. EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Educational Experience, *Educa-tional Objectives, Educational Quality, Educational Research, Elementary Secondary Educa-tion, Guidance, Guidance Counseling, Guidance Services, *Individual Development, *Individual Needs, Self Actualization The objective of this survey study was to find

some tentative answers to the question of how well educational programs are meeting the needs of students. The study design included several unique features intended to increase both the validity and the practical applicability of the results. The first feature was to establish an empirical framework for evaluation of the effectiveness of an individual's educational experience. The framework included the formulation of a set of categories that include all aspects of activities and experiences that define the quality of life in America. The second was to utilize the participants in the Project TALENT national survey to provide a longitudinal perspective on the in-dividuals studied. The third was to select a nationally representative sample of persons who were 15 years old in 1960. The fourth was the adoption of these 30-year-olds' quality of life and their performance in present roles as the criteria against which to evaluate the effectiveness of their educational experiences. The last was using the individual as the unit of analysis. The five defined problem areas were vocational guidance, quality of teaching, individualization of instrucon, the curriculum, and personal support and counseling. Extensive appendixes are included. (Author/IRT)

Annual Report of the [U.S.] Commissioner of Edu-cation-Fiscal Year 1974.

Office of Education (DHEW), Washington, D.C.
Report No-DHEW-OE-76-00003

Pub Date 75

Note-252p.; Related documents are ED 085 585 and ED 091 841

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.70) EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Advisory Committees, Annual Reports, Educationally Disadvantaged, *Educational Quality, Elementary Secondary Educa-tion, Enrollment Trends, "Equal Education, "Federal Aid, "Federal Legislation, "Federal Programs, Handicapped Students, Higher Education, School Integration, School Statistics Identifiers—Office of Education

This report sets forth the Office of Education's activities for 1974. The first two chapters contain the mandated assessment of the condition of edu-

cation in the nation and a brief statement of basic program objectives. The next three chapters describe programs administered by the Office of Education under the headings of equal opportunity for education, educational quality, and other programs. The remaining sections describe the Office of Education's management and nonpro-gram activities, as well as the advisory councils and committees, and present selected education statistics. Allocations to the states are listed under broad categories. The appendixes itemize the allocations to states and list the functions, meeting dates, and membership of advisory councils and committees. Tables and figures supplement the text. (MLF)

ED 117 811 EA 007 867

Kingston, Albert J. Gentry, Harold W. Discipline Problems: Then and Now.

Pub Date [74]

Note-14p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Administrator Attitudes, Corporal
Punishment, Discipline, Discipline Policy,
*Secondary Education, State Surveys, *Student
Behavior, *Tables (Data)
Identifiers—*Georgia
This paper compares data collected in a 1974
survey of discipline problems in Georgia secondary schools with data from a similar survey conducted by the same investigators in 1961. The

1961 survey examined 20 types of student misbehavior that had been identified in earlier studies; the 1974 survey included those 20 plus studies; the 1974 survey included those 20 plus 13 additional items. The revised survey questionnaire was sent to the principals of 341 Georgia secondary schools during the spring of 1974, and a total of 266 (78 percent) responded. This compared to an 81 percent response rate in 1961. Although there were some definite differences between data from the two surveys, the most common there of studiest michaelysics in 1961. common types of student misbehavior in 1961 were also the most common in 1974. Included in the paper are a number of data tables that summarize responses to both surveys and facilitate comparisons between them. (JG)

ED 117 812 EA 007 868 Bishop, John E. Cutting, Guy D.
A Taxonomy of Administrative Absenteeism.
Pub Date [76]

МΙ

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Administrative Theories, *Conceptual Schemes, al Administration, *Leadership, *Behavior Educational Administration, *Lead Leadership Qualities, *Leadership Styles

Hiring an administrator with those tangible ele-ments listed in a job description does not ensure that the chosen individual will be an effective ad-ministrator. Too often the key element of "administrative presence" is missing. An "administra-tively present" leader is able to conceptualize within his system, interact with the human elements of the system, and actualize his concepts in such a way that the human elements understand and support the actualization. The important op-posite of administrative presence is "administrative absenteeism." Three types of administrative absenteeism are commonly observed in educa-tional systems. Physical absenteeism entails the physical absence of the leader from his assigned leadership role. Psychological absenteeism often involves a leader who adheres rigidly to an ab-solute set of beliefs, and is further manifested by a gap between what the leader believes and what his staff believes. Philosophical absenteeism manifests itself in deep-seated philosophical dif-ferences between the leader's belief system and the belief system of some or all of the other incomposing the educational (Author/JG)

EA 007 869

Goodrich, Burton E., Jr.
But How Do You Know Their Opinions Count:
The Influence of Knowledge About Community
Opinions on School Board Opinions.

Note-4n EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Board of Education Policy,
*Boards of Education, *Changing Attitudes,
Community Attitudes, *Community Surveys,
*Educational Attitudes, Elementary Secondary
Education, Questionnaires, School Community Policy, Relationship, Tables (Data)

Identifiers-*Massachusetts

In June 1975, a rural Massachusetts school board developed a comprehensive six-page questionnaire and mailed it to all community residents 17 years of age and older. The question-naire solicited demographic data, as well as respondents' opinions on a wide range of schoolrelated topics. Besides being administered to the community, the questionnaire was twice ad-ministered to the school board--once before the community survey and once after the board was aware of the community's responses. Comparison of individual board member's responses on the or individual board member's responses on the first and second administration showed that their opinions did change considerably; of these changes, 56 percent were made so as to align with major community opinions. Comparison of the opinions of the total school board showed that the board moved from 78 percent agreement with community opinion in the first administration to 85 percent agreement in the second administration. (Author/JG)

ED 117 814 EA 007 870

Bailey, William J. Developing Performance Evaluation Systems. Pub Date 73

Note-11p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (28th, Minneapolis, Minnesota, March 17-21, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Records, Achievement Rating, College Admission, College High School Cooperation, Formative Evaluation, "Grading, "Records (Forms), Secondary Edu-cation, "Student Evaluation, Summative Evaluation, "Systems Development Identifiers-Delaware (Wilmington)

This paper starts from the assumption that the typical grading systems used by most American secondary schools need overhauling and discusses the implementation of an alternative student evaluation system that is individualized, noncompetitive, and nonpunitive. Most of the paper a performance-based, criterionreferenced student evaluation system developed at Concord High School in Wilmington, Delaware. The Concord system employs formative evaluation, which results in interim progress reports of a student's work in each subject area, and summative evaluation, which summarizes a student's work for an entire course and evaluates his level of achievement. Both the formative and summative evaluations evaluate students on an individual, noncompetitive basis, without using traditional grades, grade point averages, or class rankings. Samples of both the formative and summative evaluation report forms developed at Concord are included. The author emphasizes the importance of contacting college admissions officers before implementing an alternative student evaluation system; he reports that 90 percent of the colleges surveyed indicated their acceptance of the new Concord system. (JG)

Hoyle, John R.

Learning Environments: Space and Perceptions. Pub Date 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Academic Achievement, Elementary Secondary Education, Human Relations Programs, *Instructional Innovation, Open Education, *Open Plan Schools, Perception, *School Environment, School Size, *Teacher Adminis-trator Relationship, *Teacher Attitudes, Team

Teaching A teacher self-report instrument, the Learning Climate Inventory (LCI), was used to gather teacher perceptions about their administrators, peers, and teaching job. An observational checklist was used on the same large sample. Data were gathered from 700 classrooms and 867 teachers in 30 schools in Tulsa and Oklahoma City, Oklahoma, and Fort Worth, Texas. The researcher's goal was to find the relationship between the spatial characteristics of public school classrooms and alternative modes of teaching and the staff's perceptions of the learning climate. The findings reveal that alternative teaching modes do increase in more open-spaced classrooms. Also, teachers tend to view openspace, high-achieving, smaller schools with ongo-ing human relations programs for staff as more open. (Author/MLF)

Hoyle, John R. Evaluating an Alternative High School Program: A Beginning. Pub Date 74

Note-22p.; Questionnaires may reproduce poorly due to marginal legibility of original

document
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Educational Alternatives, Educa-tional Research, Models, Performance Criteria, *Program Effectiveness, *Program Evaluation, Research Methodology, *Research Problems, Secondary Education, *Work Experience Pro-

The methodological difficulty of evaluating alternative programs in specific, measurable terms is described. Based on an alternative program at Talawanda High School in Oxford, Ohio, the writer attempted to develop a model for evaluating an alternative program. The following evaluation procedures were selected: (1) attendance and grades prior to and during the two semesters of the project year; (2) two sets of pretest and posttest questionnaires administered to 25 students in the primary population and parents; (3) four sets of open-ended questionnaires filled out by students, parents, community agencies, and teacher advisors at the end of the project year;
(4) nine-week anecdotal reports by the students;
and (5) spot-check interviews with students, parents, community agencies, and teacher advisors throughout the project. (Author/MLF)

EA 007 873 ED 117 817

Gmelch, Walter H. And Others RX for Professional Growth: Inservice Education. OSSC Bulletin Vol. 19, No. 5.

Oregon School Study Council, Eugene. Pub Date Jan 76

Note—32p.
Available from—Oregon School Study Council,
124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50, quantity discounts)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Personnel. *Ad-

Descriptors—Administrative Personnel, *Administrator Education, Clinical Experience, Elementary Secondary Education, *Guidelines, *Inservice Education, *Inservice Programs, Professional Training, Program Descriptions, * *Program Development, Program Planning Identifiers—*Oregon

This booklet examines the topic of inservice training for educational administrators and is intended to aid school district personnel interested in developing and implementing such programs. Besides discussing the inservice training opportu-nities currently available for Oregon school administrators, the authors also provide general guidelines for planning, implementing, and evaluating inservice efforts. Although the booklet was prepared specifically for administrators in the state of Oregon, most of its content will be useful to educators from other states as well. (JG)

EA 007 874

Auster, Ethel Lawton, Stephen B. Automated Retrieval of ERIC Materials: Implica-tions for Canadian Educators.

Pub Date Jun 74

Note—16p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Toronto, Ontario, June 6-8, 1974)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bilingualism, *Data Bases, Educational Research, *Information Processing, *Information Retrieval, *Information Systems

Identifiers—*Canada
The disadvantages for Canadians using the
ERIC system are (1) fledgling Canadian computer information systems are deprived of their financial support; (2) Canadian research included in ERIC can not necessarily be retrieved by country of origin; (3) of the 200 journals indexed in Canadian Education Index (CEI), only 26 are to found among the 600 in ERIC's Current Index for learning in Education (CIE). to found among the 600 in ERIC's Current Index for Journals in Education (CILE); and (4) poli-cies regarding the inclusion, exclusion, and manner of indexing documents are beyond Canadian control. Solutions to some of these problems include (1) more systematic and exclu-sive utilization of the ERIC system, (2) creation of a Canadian "clearinghouse" indexing all Canadian documents for ERIC, and (3) creation of a bilingual Canadian data collection and indexof a bilingual Canadian data collection and indexing system. Considering the complexity of the situation involved in creating an all-Canadian system, interim dependence is deemed necessary for one to three years on the ERIC data base searched via an existing U.S. online retrieval system. (MLF)

EA 007 875 Lawton, Stephen B. Lawton, William H. An Autocatalytic Model for the Diffusion of Edu-

cational Innovations.

Pub Date Jan 76 Note—54p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Adoption (Ideas), *Diffusion, Edu-cational Change, *Educational Innovation, Graphs, Information Dissemination, Literature Reviews, *Models, *Prediction, Tables (Data) Identifiers—*Autocatalytic Diffusion Model

This paper reviews a number of past studies in the field of diffusion research, describing the major features of each diffusion model and discussing its value for predicting the spread of educational innovations. Following this review, the author presents a new autocatalytic diffusion model based on the mathematical models of epidemiologists and chemists. This autocatalytic model is adapted to the study of educational innovations, and then the model is applied to historical data and used to predict the life cycle of six different educational innovations. The pre-dicted life cycles matched the actual historical data very well in five of the six cases. The author also uses the model to project the future adoption life cycle of the semester system in Ontario secondary schools, an innovation that is still in the process of adoption. (JG)

ED 117 820

EA 007 876

Bhola, H. S.

Change: A Review of the Esman Model of Institution Building.

Midwest Universities Consortium for Interna-

tional Activities, Inc., East Lansing, Mich.
pons Agency—Agency for International
Development (Dept. of State), Washington Spons

Pub Date Jan 76

Note—37p.; Paper prepared as part of a research project, entitled, "Configurations of Change: Institution Building as Focus" EDRS Price MF-50.83 HC-\$2.06 Plus Postage

Descriptors—Change Strategies, Conceptual Schemes, *Innovation, *Institutional Role, *Models, *Organizational Change, Organiza-tional Effectiveness, *Organizational Theories Identifiers—*Esman Model, Institution Building

Identifiers—"Esman Model, institution building The definitional and conceptual structure of the Esman model of institution building is described in great detail, emphasizing its philosophic and process assumptions and its latent dynamics. The author systematically critiques the Esman model in terms of its (1) specificity to the universe of institution building, (2) generalizability across societies and cultures, (3) ability to discriminate between varied institution building situations and tasks, (4) utility for strategizing and engineering, (5) ability to focus not only on the client system but also on the nature and structure of the system of advice, (6) ability to include dual focus on internal organizational design and external institutional interfaces, (7) mobility in shifting analysis between molecular and molar configurations, and (8) utility for explanation and operationalization. The author concludes that although the Esman model has made a valuable contribution to the study of institution building in the past, the time is ripe for a new conceptual leap in the field. (Author/JG)

EA 007 877 Evaluation of the Relationship Between School

Size and School Costs.
Irvine Unified School District, Calif.

Pub Date Mar 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Average Daily Enrollment, Effectiveness, Educational Administration, *Educational Finance, Elementary Secondary Education, Expenditure Per Student, School District Spending, *School Size, Costs, *Tables (Data)

Identifiers-California (Irvine)

This publication analyzes the relationship between school size and per-pupil school costs,

based on estimated 1974-75 financial data for the Irvine Unified School District in California. Table 1 presents current operating and maintenance costs for 1974-75 at existing elementary, middle, and high schools in the district. Tables 2, 3, and 4 project cost data for three different sizes of elementary, middle, and high schools respectively, based on cost factors identical to those used in the actual 1974-75 district budget. Table 5 projects detailed operating and maintenance costs for three hypothetical schools that use an alternative staffing model designed to reduce administrative costs. Cost data are presented for a 450-stu-dent elementary school, 600-student middle school, and 1,000-student high school. (JG)

ED 117 822

Frohreich, Lloyd E.

Cost Differentials and the Treatment of Equip-ment Assets: An Analysis of Alternatives. Florida Univ., Gainesville. Inst. for Educational

Finance

Note—27p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Capital Outlay (for Fixed Assets), Cost Effectiveness, Educational Finance, Equal Education, Equipment, Full State Funding, *Purchasing, *School Accounting, State Aid, *State School District Relationship, Vocational

Education
This paper is a discussion of alternative state approaches to aiding and costing capital outlay programs, particularly equipment purchases for vocational programs. Equipment costs for vocational programs tend to be a larger proportion of the total costs than in other programs. The paper includes a discussion of such topics as the magnitude of capital outlay expenditures, current state practices, theoretical and practical aspects of alternative state funding approaches, and, in particular, a discussion of the effects of including equipment depreciation costs in program cost differentials. (Author/MLF)

ED 117 823

Zuelke, Dennis C. Frohreich, Lloyd E.
Collective Negotiations and Teachers' Salaries:
Some Evidence from Wisconsin.

Pub Date [75]

Note—13p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Collective Bargaining, Collective Negotiation, Correlation, Elementary Seconda-ry Education, Multiple Regression Analysis, *Socioeconomic Influences, *State Surveys, *Statistical Surveys, Tables (Data), *Teacher Salaries

Identifiers—*Wisconsin

This study investigated the relationship between collective negotiations and teacher salaries in Wisconsin public school districts. Data were collected from a random sample of 324 Wisconsin school districts with professional staffs ranging from 30 to 500 members. A six-indicator index was developed to measure the comprehensiveness of collective negotiations in each district. This negotiations index and 11 other determinant variables were studied in relation to 10 different measures of teacher salaries. Stepwise multiple regression analysis found negative correlations between the collective negotiations index and all levels of scheduled and actual teacher salaries. The authors concluded that collective negotiations do not have a significant positive effect on teacher salaries in Wisconsin and that a negative effect is likely. In addition, they found that socioeconomic conditions in a school district, especially level of personal income and percentage of urban population, have the strongest positive impact on teacher salaries. (Author/JG)

Watt, Robert S.

Reform, Revise or Rebuild: The 3R's Relating School Budget to District and School Objectives. Pub Date Dec 75

Note—4p; Paper presented at the California School Boards Association/Association of California School Administrators Conference (December 12-14, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Budgeting, Educational Adminis-tration, Educational Needs, *Educational Ob-Programs, Educational Planning, Educational Programs, Elementary Secondary Education, Management by Objectives, *Needs Assess-

In order to relate the school budget to district and school goals and objectives, a process must be established that will provide an orderly ap-proach for the school and community to follow. First, a thorough needs assessment should be made of the school and community. From this asmade or the scnot and community. From this as-sessment should follow a set of goals and needs that provide the broad guidelines for all school activities. To maintain individual school autono-my, each school should perform the goals and needs assessment. The needs assessment process should be tailored specifically for the needs and resources of the individual school and district. In order to carry out objectives and move towards established goals or needs, a set of programs will be necessary to link the school's activities to its goals, needs, and objectives. Finally, budget re-lates expenditures to the various programs. Cost accounting methods should be employed as necessary. Activities should be continually monitored to determine whether objectives are being met at the best cost-effective ratio. Goals, needs, objectives, programs, and budgets must be con-tinually reviewed, because school needs will change. (Author/JG)

ED 117 825 EA 007 882

Gingold, William
Cost Accounting and Accountability: One Approach. Pub Date Jan 76

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-30.35 IIC-51.07 Flus 1 or age Descriptors—Accountability, Accounting, Cost Effectiveness, Elementary Secondary Educa-tion, *Management Systems, *Models, *Pro-gram Descriptions, Records (Forms), *School Accounting, Systems Approach, *Systems Accounting, Systems Approach, Development

Identifiers-*Daily Event Record

This paper outlines an approach designed to provide an accurate and efficient cost accounting system for use in schools and other social service organizations. In his discussion, the author presents a detailed step-by-step description of how to establish, plan, and operate the system. The basic element of the system is the Daily Event Record (DER), on which each staff member records how much time he devoted to different activities during the day. Appendix A contains a list of code numbers used on the DER to record different activities; Appendix B defines each of the activities represented by the code numbers, and Appendixes C, D, E, and F present samples of the DER and other forms designed to consolidate and summarize data from a number of individual DERs. (JG)

ED 117 826 EA 007 883

Lawton, Stephen B.
Political Values in Educational Finance: The Cases of Canada and the United States.

Pub Date Feb 76

Pub Date Fer 10
Note—23p.; Paper presented at Comparative
Politics of Educational Innovation: The Role of
Values and Policy Paradigms, International Studies Association Panel (Toronto, Canada, February, 1976) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MP-90.83 HC-91.67 Plus Postage
Descriptors—Cultural Factors, Democratic
Values, *Educational Fulley, *Educational
Finance, Educational Policy, Elementary
Secondary Education, *Futures (of Society),
Government Role, *Political Attitudes, Political
Influences, Social Change, *State School District Relutionship.

trict Relationship Identifiers—Canada, United States Both English Canada and the United States are essentially liberal fragments of European society. But in Canada, liberalism must vie with touches of Toryism and socialism; as a result, the com-mon good receives more formal attention than in the U.S. The extent of variation in local financial resources for education is potentially under the control of both state and provincial governments. However, in recent years, Canadian provinces have acted more decisively in educational finance than have American states. In Canada, equality than have American states. In Canada, equality means equality of condition; in the U.S., equality means equality of opportunity. The energy crisis and other global crises are forcing the U.S. and other liberal fragment societies to face the future they escaped when they split off from Europe. Reentry into the full political spectrum is likely to pose greater problems for the U.S. than for Canada, with its relatively wider political spectrum. The major hope in the U.S. lies in the continued redefinition of equality from equality of

opportunity to equality of condition. If this redefinition occurs, educational finance will probably be one of the first beneficiaries. (Author/JG)

ED 117 827

EA 007 884

Martin, Jane R. Choice, Chance, and Curriculum. Boyd H. Bode Memorial Lectures, No. 3. Ohio State Univ., Columbus. Coll. of Education.

Pub Date 75 Note-24p.

Available from—Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210

Document Not Available from EDRS
Descriptors—Curriculum, *Decision Descriptors—Curriculum, *Decision Making, Decision Making Skills, *Educational Alterna-tives, Elementary Secondary Education, *Open Education, Student Centered Curriculum, Student Needs, *Student Role, *Student School Relationship Identifiers—*Educational Choice

This paper examines the argument that in-creased freedom of choice for students will rid education of undesirable coercion, compulsion. and conformity. Throughout her discussion, the author emphasizes that merely allowing a child to choose does not guarantee his capacity to choose. The capacity to choose presupposes not only the existence of alternatives but the recognition of alternatives, the author argues, and a rational choice must be based on knowledge or belief about the consequences of the available options. Where these conditions are not met, decisions must be made arbitrarily; chance prevails rather than choice. Although permitting students to decide edu-cational questions by chance may eliminate compulsion and coercion from education, conformity is likely to flourish. To eliminate conformity, educational decisions must truly be made by choice. And in order to accomplish this, the author asserts, institution of the right to choose must be accompanied by the capacity to choose. (JG)

Bhola, H. S.

Power: The Anchor of Stability, the Lever of Change. (Notes Towards a General Theory of Being and Society). Pub Date Jul 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-*Cultural Factors, Education, Inescriptors—"Cultural Factors, Education, in-dividual Development, *Individual Needs, Or-ganizational Theories, *Organizations (Groups), Political Power, *Power Structure, Social Influences

This paper presents some initial work on a Inis paper presents some initial work on a general theory of being and society, using power as the dynamic principle. Power is used to explain individual, group, and institutional behavior as well as the statics and dynamics of societies. The paper is addressed especially to educators because education is shown to be education in power. Distribution of educational goods in a society is a process of ascribing power to particular individuals, groups, communities, and classes Significant educational change is a process of substituting old power arrangements with new ones, and educational policy-making is a development of statements by the elite in a society ex-pressing intentions to direct and harness the power of education for particular outcomes. It is suggested that all individuals should develop their powers to the maximum, should learn to experience power without necessarily having to ex-ercise it on others, and should exercise power with all moral compunctions. (Author/IRT)

Arts and the Handicapped. An Issue of Access. A Report.

Educational Facilities Labs., Inc., New York,

МΙ

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 75

Note-80p.

Available from-Educational Facilities Laboratories, Inc., 850 Third Avenue, New York, New York 10022 (\$4.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—*Architectural Barriers, *Arts Cencers. Civil Rights, Cultural Centers, *Facility Case Studies, *Facility Guidelines, *Handicapped, Information Networks, Legislation, Museums, Program Descriptions, Resource

A handicapped person's choice of accessible arts activities is very limited. This report focuses on the people and places now developing facility, planning, and program solutions that enable the handicapped to participate in the arts to their ful-lest potential. The 131 stories about outstanding facilities and programs, current legislation, and technical and design consultants serve as a foundation on which other schools, art institutions, and community centers can build a humane, totally accessible environment for the arts. The appendixes contain resource material including partial lists of nature centers, trails, and fragrance gardens, and of agencies that are interested in removing architectural barriers to the han-dicapped and that have produced literature on the subject, and a selected bibliography on barrier-free design. (Author/MLF)

ED 117 830 EA 007 887 Reusing Railroad Stations, Book 2. A Report. Educational Facilities Labs., Inc., New York,

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 75

Note-61p.; A related document is ED 093 047 Available from—Educational Facilities Laborato-ries, Inc., 850 Third Avenue, New York, New

York 10022 (\$4.00) EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Architectural Character, *Building Conversion, Building Improvement, Cost Effectiveness, Cultural Centers, Federal Aid, Financial Support, Land Use, Preservation, Public Facilities, *Rail Transportation, Resources, *Shared Facilities

Identifiers-*Railroad Stations

This second book furthers the advocacy position of its predecessor in putting old railroad sta-tions to new uses for combined public and com-mercial purposes, including arts and educational centers, transportation hubs, and focal points for downtown renewal. Sixteen stations are described that have been converted by either nonprofit or-ganizations, commercial developers, or in part by the federal government to be used for transporta tion centers. A large section of the book explains some of the intricacies of financing that should be understood by a nonprofit group before suc-cessfully developing a railroad station. The sub-jects include how to evaluate a project's economic feasibility, how to reduce the cost of both acquiring a property and operating it after conversion, how to determine the real cost of financing the project, and how to determine the marketability of the proposed conversion. Listed are 30 government agencies that can give financial help to commercial and nonprofit groups working to reuse stations. (Author/MLF)

ED 117 831 EA 007 888 Thomas, Donald

Five Ways to Save Money with Declining Enroll-Pub Date [75]

Note-4p.; A related document is EA 007 889 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Guides, *Cost Ef-Secondary Education, *Enrollment Projections, Enrollment Trends, Financial Policy, *School Administration, Shared Facilities, Teacher

Retirement Identifiers—*Declining Enrollments

Strategies are offered to assist school districts with declining enrollments in dealing with surplus space and restricted funds. Teachers can be hired on the basis of midyear projections; also some teachers can be employed on a one-semester basis. Considerable savings can be obtained by renting out surplus classrooms and office space to other governmental agencies and to private firms. Districts are advised to utilize each school as fully as possible and dispose of all empty buildings. Early retirement programs assist older teachers to have economic security, save the schools money, and release jobs for younger teachers. Savings can be effected by decentralizing budget accounts. The accounts establish limits for services and products, making the local school unit accountable. (Author/MLF)

EA 007 889 Declining School Enrollments. Salt Lake City School District, Utah.

Pub Date [75]

Note—16p.; A related document is EA 007 888 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-80.83 HC-\$1.67 Plus Postage Descriptors—*Administrator Guides, *Change Strategies, Conflict Resolution. Consolidated Schools, Educational Planning, Educational Policy, Elementary Secondary Education, *En-rollment Trends, *School Closing, School Com-munity Relationship, Student Enrollment, *Su-perintendent Role perintendent Role

Identifiers-*Declining Enrollments

This paper examines the phenomenon of declining school enrollments from the viewpoint of the school district superintendent and discusses what steps the superintendent should take to cope with the problem. The author devotes much of his attention to the process of closing schools; he outlines specific strategies the board of education and superintendent can employ to help con-trol community conflict, maintain the credibility of the board and district administration, and develop a community consensus. In addition, the author also points out the varied administrative aution also points out the variety aution also points out the variety and offers a detailed outline of potential problems the superintendent must confront in order to successfully implement a school consolidation plan. (JG)

EA 007 890 ED 117 833 DeMont, Bill[ie] DeMont, Roger

Accountability: An Action Model for the Public Schools.

Note—150p. Available from—ETC Publications, 18512 Pierce

Available from—ETC Publications, 18312 Pierce Terrace, Homewood, Illinois 60430 (\$8.75)

Document Not Available from EDRS

Descriptors—*Change Strategies, *Educational Accountability, *Educational Change, *Educational Development, Elementary Secondary Education, Models, Organizational Change, *Organizational Theories, Performance Based Education, Program Development, Program Ef-

fectiveness, Responsibility

The model proposed in this book specifies that there are four types of interrelated practices that determine the extent to which accountability is realized. These are (1) the identification of primary accountability agents and their respective program responsibilities, (2) the execution of internal program reviews by those program officers, (3) the completion of external program reviews by independent auditors including professionals and lay persons, and (4) the use of reviews to develop programs by introducing refinements and Each component of the model is described in detail and implications are drawn for described in detail and implications are drawn for both professional roles and organizational prac-tices. The last chapter deals with procedures for implementing accountability systems in the local school setting. A bibliography is included and the appendix contains accountability checklists designed to provide information about the four components of the model. (Author/MLF)

ED 117 834

Thompson, A. Gray Ziemer, Russell H.
Impact of Collective Bargaining on Curriculum-Instruction. National School Boards Association Research Report.
National School Boards Association, Evanston,

III. Report No-1975-2 Pub Date 75

Note-23p.

Available from—National School Boards Associa-tion, 800 State National Bank Plaza, P.O. Box 1496, Evanston, Illinois 60204 (\$3.50, quantity discounts)

Document Not Available from EDRS

Descriptors-*Board of Education Policy, Boards escriptors—"Board of Education Policy, Boards of Education, *Collective Bargaining, Collec-tive Negotiation, *Contracts, Curriculum, Ele-mentary Secondary Education, Industrial Rela-tions, Instruction, *Occupational Surveys, Teacher Administrator Relationship, *Teacher Attitudes

This report presents the findings of a study that examined how contracts between school districts and teacher organizations affect curriculum and instruction and how school board members and teacher leaders view the negotiation of curriculum and instruction matters. To gather data for the study, the authors first examined teacher contracts in 28 major school districts to see whether and to what extent they effect curriculum and in-struction and then surveyed board members and teacher leaders in those districts about their views concerning the negotiation of curriculum and instruction matters. Findings of the study show that although most of the contracts studied include provisions related to curriculum and instruction, many board members insist that they do not negotiate such matters. Board members also appear unclear as to whether curriculum and instruction matters are the responsibility of the board or the administration. Teacher leaders, however, unanimously feel that curriculum and instruction matters are important topics for contract negotiations. (JG)

National School Lunch Act and Child Nutrition Act of 1966. Amendments of 1975. Report on H.R. 4222, 94th Congress, First Session. Calender No. 251.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry. Report No-94-259

b Date Jun 75

Note-89p.; Related documents are EA 007 894-

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—*Breakfast Programs, Elementary Secondary Education, Federal Aid, *Federal Legislation, *Federal Programs, Food Service, *Lunch Programs, Nutrition Identifiers—Child Nutrition Act 1966, *National School Lunch Act

This publication reports the considerations and actions of a subcommittee, to which was referred H.R. 4222 to amend the National School Lunch Act and the Child Nutrition Act of 1966 in order to extend and revise the special food service program for children and the school breakfast pro-gram, and for other purposes related to strengthening the school lunch and child nutrition programs. A short explanation summarizes the amendment followed by the text of H.R. 4222 with the committee amendment substitute inserted. The report then presents the background and need for legislation for the child nutrition programs. Committee considerations are summarized followed by a section-by-section analysis of the amendment. Prepared statements from persons representing government departments are in-cluded. The text of the National School Lunch Act and the Child Nutrition Act of 1966 with changes made by the amendments of 1975 con-cludes the report. (MLF)

ED 117 836 EA 007 894 National School Lunch Act and Child Nutrition
Act of 1966. Amendments of 1975. Report
Together with Additional, Minority, Supplemental and Individual Views to Accompany H.R. 4222, 94th Congress, First Session. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No-94-68

Pub Date 17 Mar 75

Note-53p.; Related documents are EA 007 893

Note—3-5p.; Related documents are EA 007/893 and EA 007/895 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—Breakfast Programs, Elementary Secondary Education, Federal Aid, "Federal Legislation, "Federal Programs, Food Service, *Lunch Programs, Nutrition Identifiers—Child Nutrition Act 1966, *National

School Lunch Act

This publication reports the considerations and actions of the Committee on Education and Labor, to which was referred H.R. 4222 to amend the National School Lunch and Child Nutrition Acts in order to extend and revise the special food service program for children and the school breakfast program, and for other purposes related to strengthening the school lunch and child nutrition programs. A short explanation summarizes the amendment followed by a history of the programs. The major provisions of the bill are outlined. Committee considerations are summarized followed by a section-by-section analysis of the amendment. The text of the National School Lunch Act and the Child Nutrition Act of 1966 with changes made by the amendments of 1975 follows. Additional views and minority views conclude the report. (MLF)

Public Law 89-642. 89th Congress, S. 3467. An Act to Strengthen and Expand Food Service Programs for Children.
Congress of the U.S., Washington, D.C. Report No-Pl.-89-642
Pub Date 11 Oct 66

Note-6p.; Related documents are EA 007 893-

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Breakfast Programs, Elementary Secondary Education, Federal Aid, *Federal Legislation, *Federal Programs, Food Service, *Lunch Programs, Nutrition Identifiers—*Child Nutrition Act 1966

This five-page pamphlet consists of the text of the Child Nutrition Act of 1966 as enacted on October 11, 1966. (MLF)

ED 117 838

Cote, Ron Roy Project AAMP: Administrator Abilities Matched Problems.

to Problems.

4 Pub Date Aug 74

Note—14p.; Paper presented at the National Conference of Professors of Educational Administration (Marquette, Michigan, August 14-20 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Computer Science, Educational
Administration, Elementary Secondary Education, Information Processing, *Management Information Systems, *Management Systems, Models, *Problem Solving, School Systems, *Team Administration
The AAMP (administrative abilities matched to

administrative abilities matched to problems) system is simply one or more school administrator(s) designated by the school system's computer information system as having those abilities, preferences, and characteristics required to solve a particular system problem. An AAMP is formed on the basis of information pro-vided concerning the characteristics of the problem in relation to the stored model of the school system and the stored information about each administrator. Once an AAMP is formed, the objective is to design a solution to the problem and to relate the solution to the existing school system. During the process of designing a solution, AAMP has available an information model of the school system as well as problem-re lated information from a variety of sources stored in or retrievable by the computer system. (Author)

ED 117 839

EA 007 897

Cote, Ron Roy Staff Development Considerations. An Outline Prepared for the Toledo Public Schools. Pub Date Mar 74

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Elementary Secondary Education.

Descriptors—Elementary Secondary Education, Models, *Program Planning, *Staff Improvement

This document presents a detailed outline of the elements that need to be considered in creating a staff development program. It deals with such topics as, Who needs it? What is it? and, the possible pitfalls of a staff development program. Also included are a diagram of a model of staff development and a brief outline of a program planning sequence. (IRT)

ED 117 840 Lall, Bernard M. Nicholas, Anthony

Effects of Humanism on Education and Educa-tional Administration. Educational Research Report.

Andrews Univ., Berrien Springs, Mich. Dept. of Education. Pub Date Jan 76

Note—57p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Curriculum Development, *Educa-tional Administration, *Educational History, *Educational Philosophy, Educational Theories, *Humanism, *Humanistic Education, Humanization, Human Relations

This report summarizes the historical develop-ment of humanism from Petrarch and Boccaccio in the Renaissance to the present. The freedom of thought, self-expression, and creative activity that characterized the humanistic schools are considered to be the fundamental bases of educa-tion today. A brief description is given of brutalization and inhumaneness in education, typified at its worst by the English public schools of the 17th and 18th centuries. The concluding section of the work discusses the humanizing aspects of education as a greater personal concern for the student as an individual in his own right. To humanize educational administration, according to the authors, is to create a permissive atmosphere within which an individual can feel free to make his own unique contribution. (MLF)

ED 117 841 95 EA 007 902 Hierarchy, Power, and Women in Educational Policy Making. A Position Paper Prepared by the National Conference on Women in Educa-tional Policy Making. IEL Report 6. George Washington Univ., Washington, D.C. Inst. for Educational Leadership. Spons Agency—Office of Education (DHEW), Washington, D.C. Report No—IEL-R-6 Pub Date Oct 75 ED 117 841 EA 007 902

Pub Date Oct 75

Note-28p.; Related documents are EA 007 903-904

EDRS Price MF-\$0.83 HC-\$2.06 Plus Post

Descriptors—Administrative Personnel, Affirmative Action, Change Strategies, *Educational Policy, Elementary Secondary Education, *Females, Feminism, Leadership Styles, Leadership Training, Organization, *Policy Formation, *Power Structure, Principals, *Sex. Discrimination Sex. Stepostoger Transles, Administration Sex. Stepostoger Transles Administration Discrimination, Sex Stereotypes, Teacher Administrator Relationship
Education is the crucial institution involved in

sex-role socialization. The percentage of women in school administrative positions has declined. Schools have adopted modern corporation and military management models. Women unhappy about the status quo must learn about power, both theoretically and practically, in order to change their position in the world of education and find the tools for institutional change within the schools. Women can (1) collect the qualifica-tions necessary to be a legitimate contender for a place in the school power hierarchy; (2) summarize the research negating that administration is a male job; and (3) if necessary file legal complaints. Women in administration can provide a much-needed service by becoming participant observers and compiling handbooks and case studies of real experiences with power structures and leadership styles. (Author/MLF)

ED 117 842 95 ED 117 842 95 EA 007 903

Handbook on How to End Sexism in Your
Schools. A Position Paper Prepared by the National Conference on Women in Educational
Policy Making. IEL Report 5.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Report No—IEL-R-5
Pub Date 0er 75 EA 007 903

Pub Date Oct 75

Note-55p.; Related documents are EA 007 902-

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrative Personnel, Affirma-tive Action, Case Studies, *Change Strategies, tive Action, Case Studies, "Change Strategies, Educational Policy, Elementary Secondary Education, "Equal Education, Equal Opportunities (Jobs), Federal Legislation, "Females, Feminism, Leadership Training, "Sex Discrimination, "Sex Stereotypes, Teacher Education Technical Conference on the Property of the Property o tion, Textbook Content

tion, rextrook Content
This booklet presents strategies for making changes in educational policy to eliminate sex discrimination against girls and women. The first step is to organize, or form a coalition of organizations that provides credibility and resources. Second, to establish the case, a number of practices are listed that evidence discrimination in the areas of curriculum materials, course offerings, guidance and counseling, athletics, teacher and staff behavior, pregnant students, and school staff. Third, procedures for filing complaints of legal noncompliance are out-lined. The fourth strategy is a model of five im-portant recommendations to be included in a letter to the chief state school officer. The final strategy involves focusing on local school superintendents and pressing for an affirmative action plan. The second part of the booklet is a brief description of affirmative action programs in Kalamazoo, Michigan, and, at the state level, in Pennsylvania. (MLF)

ED 117 843 EA 007 904 Women in Educational Leadership: An Open Letter to State Legislators. A Position Paper Prepared by the National Conference on Women in Educational Policy Making, IEL Report 4.

port 4. George Washington Univ., Washington, D.C. Inst. for Educational Leadership. Spons Agency—Office of Education (DHEW), Washington, D.C. Report No—IEI-R-4

Pub Date Oct 75

Note-27p.; Related documents are EA 007 902-EDRS Price MI \$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrative Personnel, Affirma-tive Action, Change Strategies, *Educational Policy, Elementary Secondary Education, Policy, Elementary Secondary Education, Equal Education, *Equal Opportunities (Jobs),

Equal Education, "Equal Opportunities (3008), Federal Legislation, "Females, Feminism, Higher Education, Leadership Training, "Policy Formation, Sex Discrimination, Sex Stereo-types, "State Legislation, Textbook Content This open letter suggests significant changes in

Into open reter suggests significant changes in the educational structure that state legislators can effect so that women will not be excluded from decision-making posts. Statistics are cited that indicate that a decreasing percentage of women hold positions in educational administration. In histograms that a state of the property o higher education, women hold an increasing per-centage of instructorships but a decreasing percentage of full professorships. Policy changes are centage of the protessors of the configuration of the continuous of the continuous conti

EA 007 907

Lindholm, Richard W., Ed.

Property Taxation and the Finance of Education.

TRED 7.

Pub Date 74

Note-323p.; Proceedings of a symposium sponsored by the Committee on Taxation, Resources and Economic Development (TRED) at the University of Wisconsin (Madison, 1972)

Available from—Sales Manager, University of Wisconsin Press, P.O. Box 1379, Madison, Wisconsin 53701 (\$10.00)

Document Not Available from EDRS
Descriptors—Court Litigation, *Educational Finance, Elementary Secondary Education, *Finance Reform, *Property Taxes, State Aid, State Programs

More than twenty experts present their views More than twenty experts present their views on the strengths and weaknesses of the property tax system, while comparing it with other possible revenue sources. Together, they develop a comprehensive theory and philosophy of the use of the property tax and land value taxation to finance public education. The contributors give thorough consideration to the impact of recent court decisions in California, Texas, and New Jercourt decisions in California, Texas, and New Jersey on the use of the property tax to finance education, and they present three special studies of the specific problems of the Boston, Baltimore, and Chicago systems. The entire problem of the relation of the property tax and the land value tax to taxpayer ability to pay is analyzed in depth. The contributors give full consideration to alternative sources of educational support, and they examine the strengths and weaknesses of a uniform statewide property or land value tax uniform statewide property or land value tax. Their work makes clear their belief that the structure and administration of the property tax can be improved in virtually all areas of the country, but that we are not yet prepared to abandon the property tax as a major educational support source. (Author/IRT)

ED 117 845 EA 007 909

Ackerly, Robert L. Gluckman, Ivan B.

The Reasonable Exercise of Authority, II.
National Association of Secondary School Principals, Reston, Va. Pub Date 76

-40p.; A related document is ED 040 490 Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$3.00; orders of \$10.00 or less must be accompanied by payment)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Civil Liberties, Civil Rights, Cocurricular Activities, Corporal Punishment, *Court Litigation, *Discipline, *Due Process, Principals, Secondary Education, Self Expression, Student Behavior, Student Publications. Student Records, *Student Rights

MI

This document was prepared in order to pro-vide principals and other administrators with in-formation and guidance on their duties and powers as determined by constitutional and statutory interpretation in the hopes that such information will help them stay out of the courts.

More specifically, the document considers the basic and general legal principles of due process and suggests acceptable approaches to the necessands. sary and reasonable exercise of authority by school officials. After a lengthy discussion of due process, a number of related topics are discussed individually. The topics are freedom of expression, student publications, personal appearance, religion and patriotism, civil rights, codes of behavior, student property, weapons and drugs, extracurricular activities, discipline, corporal punishment, student participation in school governance, the right to petition, and student records. (Author/IRT)

EA 007 910

Adams, Charles F.
Alienation and the Negotiation Process.

Pub Date [70]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Collective Bargaining, Decision
Making, Elementary Secondary
*Job Satisfaction, *Organization, Organiza-Making, Elementary Secondary Education, *Job Satisfaction, *Organization, Organiza-tional Theories, *Teacher Alienation, Teacher Attitudes, *Teacher Participation

The author makes three assumptions in discussing the effect of collective negotiations on teachers' sense of alienation: first, alienation is a multidimensional concept that, in this context, is taken to derive from within the organizational setting of the school system; second, school systems are organized as bureaucracies containing more or less the general characteristics of Weber's "ideal type" bureaucracy; and third, negotiations in school systems deal with both the centralization of authority and the rule structure of the organization. The conceptual scheme based on these assumptions is that teacher alienation from work, the sense of powerlessness and meaninglessness, is related to the extent to which the bureaucratic structure of the school provides the means for teachers to become involved in the decisions affecting the rules and regulations governing their work. The negotiation process is seen as a means whereby teachers may have increased input into the decision-making authority of the organization and, consequently, provide a rule structure that has more meaning to them. Three hypotheses are derived as a guide to further research. What is critical is the degree to which the negotiation process is truly a joint decision-making one and the nature of the rule structure that develops from the negotiations. (Author/IRT)

ED 117 847 EA 007 914

Payne, Joseph C.
Characteristics of the Cultural-Educational
Cluster Concept of the Future in the United

Pub Date Sep 75

Note-8p

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Community Development, *Community Education, *Community Services, *Educational Planning, Elementary Secondary Education, School Community Relationship, *Shared Facilities

Throughout the history of the development of the concept of community, human delivery systems have, with the consent of the community members, been combined for efficiency. Current societal pressures would seem to indicate that successful planning and implementation of the cultural-educational cluster concept will probably begin in a nonpolitical, nonprivate sector area. In most cases, the central institution will be the public educational system. The services to be clustered will need to be identified by a commu-nity planning group emerging from the communiby, service, and governmental sectors. For exam-ple, public health service, public welfare service, private secondary schools, drug abuse programs funded by private foundations, the urban education section of a local university, and the public school system can all combine to plan successfully the cultural-educational cluster project. Appropriately motivated, a community can conserve its resources, become fiscally responsible, and render a much higher proportion of good service to its citizens through the careful, coherent planning and implementation of the self-sustainng, self-sufficient cultural-educational services cluster. (Author/IRT)

ED 117 848 EA 007 919

Garrison, X. L. Hardi. The Time of Your Life. Hardin, Elizabeth H. Pub Date [75]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary Secondary Education, *Leadership, *Leadership Qualities, *Prin-

The authors discuss the ways in which a principal uses his time and provide suggestions for using it more efficiently. (IRT)

EA 007 921

Moore, Vivian R. Berry, Franklin L. Educational Facilities for Aniak, Emmonak and Mountain Village Area High Schools. A Report. Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Nov 72 Note—60p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—American Indian Culture, American Indians, Boarding Schools, Educational Facili-ties, Educational Planning, Eskimo Aleut Languages, *Eskimos, *Facility Guidelines, *Facility Requirements, Program Improvement, *Regional Schools, Rural Education, Planning, Secondary Education entifiers—*Alaska

Local high school programs represent a major change in Alaska's rural secondary school policy. This report examines the type of local high school program desired by the residents of three rural villages as a basis for designing village high school facilities. Each village is described by location, climate, population, housing, health facili-ties, average income and source, commercial employers, village governance system, and elementary school enrollment. Surrounding villages are identified and a prediction made of the number of students from these villages that would attend a local high school. Community interests and ex-pectations are discussed and nine examples are listed of native culture courses requested in the villages that are not included in state curriculum guides. The facility recommendations include opportunities for basic subjects, music, homemak-ing, practical arts, physical education, and prevocational opportunities. In addition, schools should be constructed so that other career opportunities may be provided, and so that programs of the types requested by parents in the three villages can be offered. (MLF)

ED 117 850

EA 007 922

Nelken Ira An Inquiry Into Integration of the Public Schools California State Univ., Chico. Northern California Program Development Center.

Note—43p. Available from—Program Development Center of

Available from—Program Development Center of Northern California, California State University, Chico, California 95929 (available for cost of reproducing and mailing)

EDRS Price MF-50.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, Cultural Differences, *Cultural Pluralism, Elementary Secondary Education, Individual Development, *Integration Effects, Racial Integration, *School Integration, *Urban Education, Urban Environment Environment

This paper is an inquiry into integration through a study of the literature. Criterion ele-ments in the "American rationale" for integration are determined and an examination of whether integration has, can, or will satisfy the criterion elements is undertaken. The discussion centers about the concept of culture and the purpose of education--how beneficial or detrimental the in-tegration movement can be. The inquiry focuses on northern urban America's difficulties, problems, and interests in segregation, desegregadifficulties, tion, and integration. (Author)

ED 117 851

EA 007 923

Nelken, Ira Kline, Sam
Destruction or Loss of School Property: Analysis and Suggestions for Improvement of School Security.
California State Univ., Chico. Northern California

Program Development Center. Pub Date Jun 71

Note-27p.

Available from-Program Development Center of Northern California, California State University, Chico, California 95929 (available for cost of reproducing and mailing)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Cost Effectiveness, Electronic Equipment, Elementary Secondary Education, Information Systems, *Police School Relation-*Prevention, Safety, *School Vandalism,

*Security, Urban Schools entifiers—California (Los Angeles), Los An-

"Security, Urban Schools (Los Angeles), Los Angeles Unified School District In recent years the costs of school vandalism and the incidence of vandalism in the public schools have been rising. The study concerns itself with the application of production functions, Monte Carlo techniques, and Shannon's model of information theory to determine the most efficient use of preventive vandalism techniques in a cient use of preventive vandalism techniques in a large school system. The results of the study in-dicate the gain in efficiency of communication to administrative decision-makers as a result of the information processing and retrieval system em-ployed by the researchers. (Author)

EA 007 927

Kohler, Lewis T. The Student Absentee. Pub Date 23 Feb 76

Note—16p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976); Best Copy Availa-

ble EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Guides. *At-

Descriptors—*Administrator Guides, *At-tendance, *Attendance Patterns, Elementary Secondary Education, Environmental In-fluences, Individual Characteristics, Management, *Recordkeeping, *Student Records, Students, Supervision

There are no simple answers to the absentee problem, but the technical guides included in this document may provide a better understanding of the problem. These guides may be useful in determining the causes and indicating the ways in which a reduction in absenteeism may be achieved. Topics covered include a definition of absenteeism; a method of computing unexcused absence rates; a listing of the inschool, environmental, and personal reasons for absenteeism; and a set of procedures to combat unexcused absenteeism. These procedures include a lengthy list of steps management can take to improve attendance. (Author/IRT)

ED 117 853

EA 007 928

Hamilton, Frank A.

Problems and Answers for School Busing. Pub Date 22 Feb 76

Pub Date 22 Feb /6 Note—9p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Computer Programs, *Computer Science, Electronic Data Processing, Elementa-ry Secondust Education, *Schoolking, *Studien

Science, Electronic Data Processing, Elementa-ry Secondary Education, *Scheduling, *Student Transportation Identifiers—New York (New Paltz) The New Paltz, New York, school district has used the IBM Vehicle Scheduling Program (VSP) for scheduling its bus runs. In the process the dis trict has reduced its transportation costs by 33.9 percent over a two-year period. (IRT)

ED 117 854 Weingast, David EA 007 930

Censorship--Or For Whom the (School) Bell Tolls.

Pub Date 23 Feb 76 Note-7p.; Paper presented at the Annual Convention of the American Association of School

Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Censorship, Elementary Secondary Education, School Community Relationship, Superintendents, *Textbook Evaluation, *Text-

book Selection

The speaker discusses the establishment of a district policy on the selection of books and the procedures that should be followed if a controversy develops. (IRT)

ED 117 855

EA 007 933

Havighurst, Robert J.
The Politics of Big City Education.
Pub Date 23 Feb 76

Note-12p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jer-sey, February 20-23, 1976) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Control, Cultural Plu-ralism, Decentralization, Educational Change, *Educational History, Elementary Secondary Education, *Futures (of Society), *Political In-fluences, *Socioeconomic Influences, *Urban Education

"Politics" is used in a broad sense to refer to the social, economic, political, and civil forces that impinge on the publicly financed school system. These forces are generated both from outside and inside the educational system. It is the author's view that the big cities and the school systems of most of these cities are in just enough trouble to force people to do something about them without delay and that citizens and educators will succeed in clearing up much of the trouble in the next 25 years. After a survey of the past, which shows that city schooling has improved, the author briefly discusses the present before moving to consider the future. He presents five elements to a successful resolution of the problems of big city education: (1) stabilization of school enrollment, (2) achieving a democratic pluralism in school policy and practice, (3) a metropolitan area civil-educational system, (4) an active role for teachers comprising in policy. active role for teachers organizations in policy-making, and (5) broad-based planning and changes in the bureaucracy. (Author/IRT)

ED 117 856

EA 007 934

EA 007 935

Chisholm, Shirley Educational Challenges. Pub Date 20 Feb 76

Note-10p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, new Jer-

Administrators (108th, Administrators, 1976) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Costs, "Educational Finance, Elementary Secondary Education, "Socioeconomic Influences, "Urban Education

There are three very important factors that contribute substantially to urban fiscal problems in providing educational services. First, at the same time that the tax base for the cities' services is being eroded, the cities' residents are in need of and demanding greater expenditures for health services, welfare, sanitation, transportation, services, wenare, santation, transportation, public housing, and all the other services required by an urban population. As a result, a smaller proportion of the city budget is available for public education than is available for educating the children in wealthier communities. Second, city education budget items are more costly than such items are elsewhere. Third, the socioeconomic characteristics of the urban school population require greater expenditure than other school populations. The combination of these factors results in less education per dollar in the city than in suburban or rural areas. (Author/IRT)

ED 117 857 Goodlad, John 1.

Toward the Creation of Satisfying Work Places.

Pub Date 20 Feb 76 Note—19p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jer-

sey, February 20-23, 1976)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors-Collective Bargaining, *Educational

Change, Educational Improvement, Educa-tional Objectives, Job Satisfaction, Leadership Training, "Organizational Development, Problem Solving, "School Environment, "Teacher Administrator Relationship, Teacher Improvement, Work Attitudes, "Work Environ-

Identifiers—IDEA, Institute Development Educa-tional Activities

The self-interests of the primary participants in the school and the common welfare as represented in the improvement of the American represented in the improvement of the American educational system are most likely to become one in the process of improving the school as a work place. This strategy was explored in the form of a collaborative enterprise. Eighteen schools in southern California and the research division of southern Cantorina and the research division of the Institute for Development of Educational Ac-tivities, Inc., (IDEA), engaged in the internal process of self-renewal in each school through sustained dialogue, decision-making, action, and evaluation on the part of the entire faculty under the leadership of the principal. This involved a network of schools within which ideas, resources, and practices were developed and exchanged; a continuous self-directed seminar in which the principals discussed their problems and developed

necessary leadership understandings, and skills; and a variety of pedagogical interchanges for teachers. (Author/MLF)

ED 117 858

Boice, John R.

Conserving Energy in School Buildings. Pub Date 21 Feb 76 Note—Sp.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Computer Science, *Cost Effec-tiveness, Elementary Education, *Energy Con-servation, *School Improvement, School Main-

Identifiers-PSECS, *Public Schools Energy Con-

servation Service

Educational Facilities Laboratories is developing a computer-based technical service—The Public Schools Energy Conservation Service (P-SECS). As presently envisioned, PSECS would be capable of providing each participating district with information in five areas: (1) guidelines and instruction for establishing an energy usage data base; (2) a comparison of the energy usage at each of the district's plants with guidelines established by computer simulations and a nation-wide data base of similar schools; (3) a "self-help" plant operations audit; (4) a cost-benefit analysis of modifications requiring capital invest-ments tailored to each school plant; and (5) guidelines for monitoring the results of district decisions in each area of modifications. (Author/MLF)

ED 117 859

EA 007 940

Clemens, Thomas D.

The Dissemination and Utilization of Research and Development in Education--Two Strategies. Pub Date 21 Feb 76

Note-6p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jer-sey, February 20-23, 1976)

sey, February 20-23, 1976)
EDRS Price MF-50.33 HC-\$1.67 Plus Postage
Descriptors—*Development, *Diffusion, *Educational Research, Elementary Secondary Education, Federal Aid, *Federal Programs, *Information Dissemination, Information Networks

Identifiers-*National Institute of Education, NIE One major unit of the National Institute of Education (NIE), the Dissemination and Resources Group, is specifically charged with the responsibility of facilitating dissemination and use of the entire corps of knowledge about education: the outcomes of research and development supported not only by NIE but by other organiza-tions and agencies as well, and information about promising and effective programs and practices in the real world of the school building and the classroom. The Dissemination and Resources Group is obligated to provide educators informa-tion about the full range of alternative solutions to their problems, rather than advocating one solution above others, and is committed to working through existing educational agencies and in-stitutions whenever possible. The strategy of the group has three elements: first, maintaining and improving access to the complete knowledge base about education (primarily through operation of the Educational Resources Information Center-ERIC); second, building capacity for dissemina-tion and utilization of knowledge throughout the education community (primarily through support of state departments of education); and third. supporting research, development, and evaluation needed to facilitate achievement of the other two missions. (Author/IRT)

ED 117 860 Saario, Terry N.

EA 007 941

Instituting Change to Promote Sex Equality.
Pub Date 21 Feb 76

Note-14p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jer-sey, February 20-23, 1976) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrative Personnel, *Affirmative Action, Athletic Programs, *Change Strategies, Elementary Secondary Education, Equal Education, *Federal Legislation, *Sex Discrimination, Sex Stereotypes, Vocational Education Education

The recent history and an interpretation of legislation promoting sex equality in education-principally Title IX of the Education Amendprincipally ments of 1972--are presented. Examples of men and women, as a group, treated differently are cited in the areas of administrative positions, vocational education programs, physical education, and high school sports programs. A series of steps administrators can take to promote sex equality in public schools is followed by the Title IX provisions specifying five tasks that are to be completed by educational agencies receiving federal funds. (MLF)

EA 007 944

Powell, Marjorie Teacher Competencies: California Beginning Teacher Evaluation Study. Pub Date 20 Feb 76

Note-19p.; Paper presented at the Annual Con-Note—19p.; raper presented at the Annual Con-vention of the American Association of School Administrators (108th, Atlantic City, New Jer-sey, February 20-23, 1976. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Educational Objectives, *Educa-

tional Research, *Effective Teaching, Elemen-tary Education, Learning, *Mathematics In-struction, Performance Based Teacher Education, *Reading Instruction, Students, *Teacher Behavior, Te Qualifications Teacher Certification.

Although there are many qualifications, it appears from several major research undertakings that teacher behaviors are in fact related to student learning, but that specific behaviors may be less important than patterns of teacher behaviors and, further, that such patterns of behaviors are differentially effective for different students, grade levels, and subject matter areas. Teachers, to be effective when the criteria of effectivenes are related to student learning of basic skills, will organize instruction differently for different subject matter areas and for different grade levels. The important concern for student learning of basic skills at the elementary level is direct teacher instruction, which may involve different types of instructional organization. The important factor seems to be teacher instruction of the student and student attention to, and time spent on, instructional tasks. The organizational pattern and selection of materials that facilitate student attention to task and teacher involvement in in-struction will be the most effective teaching procedures. Some research problems, such as measurement, are the concern of and need to be solved by researchers; others, such as the criteria of effective teaching, are the concern of and need to be addressed by all educators and concerned citizens. (Author/IRT)

EC

ED 117 862 EC 080 916

Young, Margaret G. Developmental Program for Training of the Preschool Child. (Includes Skills Achievement

South Carolina State Dept. of Mental Retarda-tion, Ladson. Coastal Center. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-71-4560(616) Note-296p.

М

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Cognitive Development, *Curricu-lum Guides, Early Childhood Education, *Evaluation Criteria, Exceptional Child Education, *Individual Activities, Interpersonal Competence, *Learning Disabilities, Motor Development, Perceptual Motor Coordination, Preschool Education, Problem Solving, Self Care Skills, Sensory Training

Identifiers—Music Therapy
Presented is a developmental curriculum for training potentially learning disabled preschool children. Part 1 includes introductory information such as a rationale for the program and suggestions for the parent-teacher. Provided are guidelines for eight curriculum areas: attention: sensory stimulation, reception, and response; adaptive behaviors (problem solving); gross motor skills; fine motor skills; perceptual-motor skills; conceptual skills; and social skills develop-

ment (including manners and self-help skills). Guidelines usually include the major focus, lesson objectives, developmental steps, developmental learning experiences, necessary equipment, and suggestions for additional activities. Activity resources and catalogues of appropriate materials are listed. Described in Part 2 are 102 activities (many of which were adapted from a music therapy curriculum) grouped by appropriate curriculum areas. Accompanying the curriculum is a Skills Achievement Profile designed as a sequential, behavior-oriented evaluation of the child's existing skills, and as a guide for development of an intervention program. (LS)

ED 117 863 EC 080 935

Buffmire, Judy Ann Buljmure, Judy Ann Stratistician and Other Special Education Delivery Models: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Cli-mate and Academic Achievement Among Han-dicapped and Nonhandicapped Children.

est Regional Resource Center, Salt Lake City, Utah.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—542930 Pub Date Jul 75

Grant-OEG-0-70-4178(608)

-72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Academic Achievement, Classroom escriptors—Academic Achievement, Classiform Environment, *Consultants, *Pelivery Systems, Elementary Education, Exceptional Child Research, *Handicapped Children, *Program Effectiveness, Rating Scales, *Resource

Research, "Anadicapped Children, "Program Effectiveness, Rating Scales, "Resource Teachers, Self Concept Identifiers—"Stratistician Generalist Examined with 343 handicapped and 202 nonhandicapped elementary grade children was the relationship between exposure to a stratisticiangeneralist program and scores on measures of teacher ratings, self-concept, student perception of classroom climate, academic achievement, as well as grade level, sex, and classification. The 17 stratistician-generalists were trained by the Rocky Mountain Regional Resource Center to serve as resources to regular classroom teachers, resource room teachers, special class teachers, and local school and district administrators. Of the 16 dependent variables used in the study, the following accounted for the most effective and consistent measures on which differences were observed: need of supervision, anxiety-depression, loneliness-rejection, misbehavior (self-rated), cognitive mess-rejection, insolation (sen-rated), cognitive emphasis, variety-individualization, reading, and math. The design factors which accounted for the most variance were grade level and classification as handicapped or not handicapped with proportionally less variance accounted for by the design factors of sex and program status. (DB)

ED 117 864 EC 080 936

McDonnell, John J. And Others

Summary of Impact of Title VI-B Funds on the Education of Oregon's Handicapped Children, June 1968-June 1973.

Oregon State Dept. of Education, Salem.; Oregon State System of Higher Education, Monmouth. Teaching Research Div. Pub Date 73

Note—52p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Systems, Elementary EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Delivery Systems, Elementary Secondary Education, Exceptional Child Research, *Federal Aid, Financial Support, *Handicapped Children, *Program Evaluation, State Programs, *State Surveys Identifiers—Elementary Secondary Education Act Title VI, ESEA Title VI, *Oregon Summarized are results of a survey to determine the impact of 133 projects funded through Elementary and Secondary Education Act Title VI-B funds on handicapped children in Oregon

VI-B funds on handicapped children in Oregon by examining the number of children being served, the number of staff, and the number of served, the number of start, and the number of dollars being expended. Significant findings are listed such as that deaf, blind, and trainable mentally retarded populations would not have been served if Title VI-B had not been available between 1968 and 1970, and that 87 percent of projects funded for an academic year were still in operation compared to only 44 percent of projects funded for the summer only. Among the 11 recommendations are that Title VI-B monies be awarded as seed money only and that the new special education service priorities be established

every 3 years. General information includes repurpose, a summary of Title VI provisions, definitions of handicapping conditions, a description of eligible agencies, program purpose, program guidelines, evaluation model, and methodology. Seventeen tables are provided giv-ing statistics such as the number and percentage of children served by handicapping condition. Five special projects are individually described including "A Study of the Extreme Learning Problem Program in Oregon." Appended are the questionnaire used in the survey and the cover letter. (DB)

EC 080 960

Quackenboss, Rita, Ed. And Others Learning to Live Safely: Persisting Life Situation No. 6. A Resource Guide for the Wisconsin

EMR Curriculum. Wisconsin Univ., Oshkosh.

Pub Date [73]

Note-202p.; For related information, see ED 043 160

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage Descriptors—Behavioral Objectives, Class Activities, Curriculum Guides, *Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Education, Mentally Handicapped, *Resource Guides, *Safety Education, Teaching Methods

Identifiers—Wisconsin

Presented in the resource guide for the
Wisconsin curriculum for educable mentally retarded students are safety education teaching units. Learning to Live Safely" is the sixth in a series of persisting life situations. The guide lists behavioral objectives, activities, and annotated resource materials (with distributors' addresses) for primary, intermediate, and secondary units on such topics as fire safety, safety habits, playground safety, and proper street behavior.

ED 117 866 95 EC 081 036

Martin, Clessen J. Martin, Clessen J.
Project F. A. S. T. Facilitating Academic Study
Techniques for Handicapped Children. Volume
1. Final Report.
Texas A and M Research Foundation, College

Station.

Spons Agency-National Inst. of Education (D-HEW), Washington, D.C. Bureau No-232479

Pub Date Feb 75 Grant-OEG-0-72-1211

the deaf. (LS)

Note-292p.; For volume 2, see EC 081 037

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage Descriptors-*Associative Learning, *Aurally Handicapped, Elementary Secondary Educa-tion, Exceptional Child Research, Memory, tion, Exceptional Child Research, Memory, *Mentally Handicapped, Post Secondary Edu-cation, *Reading, Reading Comprehension, Reading Materials, Sight Vocabulary, *Visually Handicapped, Word Recognition Identifiers—Project FAST

Volume 1 of the final report of Project FAST consists of reports on 13 experiments concerning: (1) the application of associative learning strategies to the development of a basic sight vocabulary among mentally retarded children and adults, and (2) the development of text reduction techniques designed to facilitate comprehension and recall of written materials among visually handicapped and hearing impaired subjects. Six

experiments with educable and trainable mentally retarded children cover topics such as the application of associative strategies to word recogni-tion, the effect of reinforcement on word knowledge, the effect of pictorial stimuli on word recognition, and the effects of animation on word memory. Seven studies investigate such topics as the effect of a subjective deletion scheme on reading performance of Braille and regular print readers, the application of a subjective deletion scheme to film captioning for the deaf, and a comparison of two deletion schemes on three types of prose among blind and deaf students. Major conclusions reported are that learning and retention in word recognition tasks can be facilitated by the use of associative learning strategies; and that telegraphic prose is a viable alternative to traditional educational materials for the blind, but results were not as favorable with ED 117 867 EC 081 037 Martin, Clessen J.

Project F. A. S. T.: Facilitating Academic Study Techniques for Handicapped Children. Volume 2. Final Report.
Texas A and M Research Foundation, College

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Bureau No—232479

Pub Date Feb 75

Grant-OEG-0-72-1211

Grant—OEG-0-72-1211
Note—322p.; For volume 1, see EC 081 036
EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage
Descriptors—"Aurally Handicapped, Elementary
Secondary Education, Exceptional Child
Research, "Memory, Post Secondary Education, "Reading Comprehension, "Reading
Materials, "Visually Handicapped
Identifiers—Project FAST
Volume 2, the appendix to the final report of

Volume 2, the appendix to the final report of Project FAST, consists of prose selections used to study the effects of text reduction techniques on the comprehension and recall of written materials among visually handicapped and hearing impaired subjects. Each selection is presented in various versions such as 10 percent subjective deleted, 20 percent verb deleted, and 80 percent noun and pronoun deleted; and multiple choice tests are included. Also provided are the answer booklet for one experiment and instruction for another. (LS)

ED 117 868 FC 081 041

Leinhardt, Gaea A Strategy for Program Evaluation. Report No.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—LRDC-1975-16

Pub Date 75

Note—22p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administration, *Evaluation Methods, *General Education, Interdisciplinary Approach, Organization, *Program Evaluation, *Research and Development Researchers, Success Factors Centers.

Presented is a paper on a strategy for in-house evaluations in the context of an educational research and development facility. The obstacles in conducting an evaluation of colleagues' programs are discussed, and a strategy is proposed which places the evaluator in the role of a coordinator, facilitator, and synthesizer of several separate research efforts in which colleagues in a variety of disciplines combine energies and in terests to assess the program being examined. It is noted that recruitment and leadership are accomplished by persuasion and by assuring payoff to the researchers involved in the form of contributions to their own area of research. Tactics for organization and management are discussed in some detail. Preliminary results from ongoing research projects are seen to suggest that the evaluation effort was facilitated and its value increased by multidisciplinary contributions to the research. (Author/SB)

ED 117 869 EC 081 046 Mental Retardation: The Known and the Unk-nown. Information as of February 1, 1975. President's Committee on Mental Retardation,

Washington, D.C.

Spons Agency—Department of Health, Educa-tion, and Welfare, Washington, D.C. Report No—DHEW-OHD-76-21008

Pub Date 76 Note-118p.

Available from—Superintendent of Documents, U.S. Government Printing Office, washington, D.C. 20402 [Order No. (OHD) 76-21008,

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors-*Civil Liberties, Definitions, Descriptors—"CrvI Liberties, Defuntions, Demography, Educational Trends, Equal Education, Etiology, Exceptional Child Services, Financial Policy, Health Services, Incidence, Legislation, "Mentally Handicapped, "Organizations (Groups), "Prevention, Research Reviews (Publications), "Trend Analysis Identifiers—Presidents Committee on Mental Research

The report of the President's Committee on Mental Retardation deals with three goal areas: minimum occurrence of disability, adequate and humane service systems, and assurance of full citizenship for the retarded. Considered in an inisection are the background, definition, prevalence, and incidence of mental retardation. Reviewed is research relating to prevention and described are the associations between mental retardation and such conditions as Tay-Sachs disease, rubella, lead poisoning, and prematurity. Among the service systems discussed are health services, vocational training, and programs of daily activity. An analysis of full citizenship covers such aspects as right to education, right to treatment, and right to payment for work, and addresses the effect of legislation, competency questions, and attitudes on the rights of the retarded. A final section reviews the economic impact of vocational rehabilitation and education and analyzes federal spending trends. (CL)

ED 117 870 FC 081 047

Collister, Larry Conservation of the Long Range Benefits of Graduation from Special Vs. Mainstream School for Mildly Mentally Handicapped Students. Seattle Public Schools, Wash. Dept. of Planning,

Research, and Evaluation. Report No-75-16 Pub Date Jun 75

Note-15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adults, *Educable Mentally Han-dicapped, Employment, Exceptional Child Research, Followup Studies, Mentally Han-dicapped, *Program Effectiveness, *Regular Class Placement, Senior High Schools, *Social Adjustment, Special Classes, *Special Schools, Trainable Mentally Handicapped Twenty-seven mildly and moderately mentally

handicapped special education graduates from a special school and 23 mildly and moderately mentally handicapped special education graduates from a mainstream school were interviewed to determine long range benefits of each program. Interviews 1 and 2 years after graduation were designed to measure differences in employment skill levels, unemployment rates, job satisfaction, arrests and convictions, welfare assistance, finan-cial independence, income level, and other variables. Data suggested that there was little dif-ference in long range characteristics for either group, although the small sample size precluded drawing firm conclusions on either side of the question (Author/CL)

ED 117 871 EC 081 048 Wolf, Judith M. McAlonie, Mary Lynne

A Multimodality Language Program for Retarded Preschoolers

Pub Date [75]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Child Care Centers, Exceptional Child Research, Expressive Language, "Lan-guage Development, "Language Handicapped, "Learning Modalities, Mentally Handicapped, Preschool Education, Receptive Language, Visual Learning

Identifiers-Minnesota Early Language Development Sequence

A language training approach employing a mul-timodality receptive language program was used with eight retarded preschool children to increase receptive language development and to stimulate verbal (expressive) language behavior. Day activity center teachers worked with the Ss three times weekly for 7 months using the Minnesota Early Language Development Sequence (MELDS) curriculum in a program combining two visual language systems: rebuses (picture words) and the vocabulary of American Sign Language. Results showed substantial gains in receptive language for all Ss and notable expressive language gains for half of the Ss. (SB)

McAlonie, Mary Lynne Wolf, Judith M.
A Prelanguage Program for Five Severely Retarded Children.

Pub Date [73] Note-23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Concept Formation, Custodial Mentally Handicapped, Emotionally Disturbed, Exceptional Child Research, Imitation, *Language Development, Mentally Handicapped, *Multiply Handicapped, *Perceptual Motor Coordination, *Sensory Training

Five severely retarded emotionally disturbed children (2-7 years old) were exposed to a pre-language sensorimotor program for 20 weeks. The program emphasized the use of exploratory behavior and gesture imitation. Results suggested that object permanence could be encouraged using these activities but that the approach used in training imitative behavior may have been inappropriate. (Author)

Hunsaker, Don And Others

Eastern Washington Special Education Consortium Training and Certification Program for Special Education Teachers at the Elementary Level.

Eastern Washington Special Education Consortium, Cheney Pub Date 75

Note—154p.; Not available in hard copy due to reproducibility of original EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors-Administration, Elementary Educaition, Exceptional Child Education, Guidelines,
*Handicapped Children, *Performance Based
Teacher Education, *Program Descriptions,
Program Planning, *Special Education Planning, Teachers, Teacher Certification, Teacher Role, Universities Identifiers—Washington

Presented is a competency based teacher education (CBTE) program for training and certifica-tion of elementary level special education teachers which represents the program develop-ment phase of the Eastern Washington Special Education Consortium. It is explained that a student must be interviewed by a three-man review committee to reach each level of certification: preparatory level--the level a traince reaches be fore being allowed to student teach; initial level (normally reached on the completion of B.A. degree requirements)--allows trainee to teach the handicapped; and continuing level (equivalent to nandicapped; and continuing level (equivalent to the fifth year or a graduate program)—qualifies the trainee to act as an advisor within the training program. Following an introduction in Chapter 1 on the program's historical development, ad-vantages of a special education CBTE program, a brief program description, and consortium bylaws, are six chapters covering program manage-ment; preparation program; and the implementation process in table form for elementary special education teachers at the preparatory, initial, and continuing levels. Included in the appendixes are program planning sheets for each of the three levels of certification, the estimated budget for reversion certification, the estimated budget for first year operations, and a copy of "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Cer-tification of School Professional Personnel". (SB)

ED 117 874 EC 081 109 Winnick, Joseph P., Ed. French, Ronald W., Ed. Piaget for Regular and Special Physical Educators and Recreators.
State Univ. of New York, Brockport. Coll. at

Brockport.

Pub Date 75

Note-86p.; Papers selected from the National Symposium on Piaget for Regular and Special Physical Educators and Recreators (Brockport, New York, October 7-9, 1974)

Available from—The Bookstore, State University College, Brockport, New York 14420

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*Adapted Physical Education, Child Development, Conference Reports, Exceptional Development, Conference Reports, Exceptional Child Education, General Education, "Handicapped Children, "Motor Development, Physical Education, Play, "Recreation, Teaching Methods, Theories Identifiers—"Piaget (Jean) Included are the following papers: "Piaget: Overview and Perspective" (H. Humm); "Piaget's Theory of Manner, Development, Included Theories (Papers)

Overview and Perspective" (H. Humm); "Piaget's Theory of Memory Development: Implications for Motor Skill Learning" (L. Zaichkowsky); "Piaget Theory and Its Implication to Teaching Styles, Techniques and Strategies" (R. Mueller); "Piaget and Play" (S. Suttie); "Piaget-Based Early Developmental Experiences in Physical Recreation and Physical Education" (J. Winnick); "Application of Piagetian Concepts to Physical Recreation and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget, Self-Concept and Physical Education" (R. French et al): "Piaget et al): "P et al); "Piaget, Self-Concept and Physical Educa-tion" (J. Hayes); "On the Applicability of Piage-tian Theory to Motor and Affective Dysfunction"

(G. Patrick); and "Piaget and Special Physical Education" (R. Bergel). (CL)

ED 117 875

EC 081 110

Lavin, Richard J. Establishing Effective Training Linkages in Special

Education at the Local Agency Level.
Chelmsford Public Schools, Mass.
Spons Agency—Bureau of Occupational and
Adult Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development.

Pub Date 75

Note—56p.; Best copy available EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors-Administrative Personnel, *Delivery

Systems, Exceptional Child Education, Systems, Exceptional Citild Education, "Handicapped Children, "Inservice Teacher Education, Material Development, Needs Assessment, "Program Descriptions, Program Planning, Simulation, "Special Education, Teachers Described is a collaborative linkage and sup-

port system for delivery of training programs in special education aimed primarily at increasing capabilities of regular classroom teachers and public school administrators providing instructional alternatives for children with special needs. The program's four major objectives are outlined as identification of training needs of local schools through an assessment process; making an inventory of successful training practices in special needs for application to inservice education; development of gaming and simulation training materials in selected high need areas where programs are nonexistent; and implementation of training sessions through a college-community collaborative model. The bulk of the document is a program narrative which covers the topics of problem description, results and benefits of the proposal, approach of the study, geographic location of the collaborative project, and backgrounds of project personnel. The benefits of the proposed activities are noted as high impact on target population, the development of improved inservice dissemination models, commitment for continued support from local school systems, specific product outcomes, and cost-efoverview of the principal's training program, and an outline of a school planning game. (Author/SB)

ED 117 876

EC 081 111

Johnson, Leon E. Jack Harold K. Physical Activities for Mentally and Emotionally

Handicapped Children. Temple Univ., Philadelphia, Pa.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md. Pub Date 71

Note-65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Athletic Equipment, Dance, *Emo-tionally Disturbed, Exceptional Child Education, Exercise (Physiology), Games, *Mentally Handicapped, Motor Development, *Physical Activities, Physic *Teaching Guides Physical Fitness, *Recreation,

Presented is a manual intended to serve as a Presented is a manual intended to serve as a guide for teaching physical and recreational activities to mentally and emotionally handicapped children. Activities offered emphasize the development of motor skills, physical conditioning, and body movement. Included are over 200 activities in the areas of games and relays, developmental stunts and exercises, and developmental stunts and exercises, and developmental stunts and exercises. mental rhythms. Appended are teaching sug-gestions and instructions for building home-made equipment. (Author/SB)

ED 117 877

EC 081 112

Conners. C. Keith And Others
Food Additives and Hyperkinesis: A Controlled
Double-Blind Experiment. (Includes NIE Staff

Critique) Pittsburgh Univ., Pa. Dept. of Psychiatry.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Office of Research.

Contract-NIE-C-74-0093

МΙ

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-*Behavior Change, Dietetics, Elementary Education, Etiology, Exceptional Child Research, *Hyperactivity, *Nutrition, Parents, Research Design, Teachers

Identifiers-Feingold (Ben), Food Additives, Sal-

Fifteen hyperkinetic children (6-12 years old) were involved in a pilot study to test B. Feingold's hypothesis that hyperkinesis may be caused by artificial flavors and colors in food. Prior to treatment, parents and teachers completed bi weekly questionnaires regarding each Ss' behavior both on medication (pretreatment period) and when medication was discontinued (baseline period). Ss were randomly assigned to either the experimental (K-P) diet which eliminates artificial flavors, colors, and natural salicylates or a control diet for 4 weeks. The following month, each S was placed on the alterna-tive diet. Following each diet condition, parents were interviewed, school reports were examined and a judgment was made using the Clinical Global Impressions scale without knowledge of diet condition. Results showed that both parents diet condition. Results showed that both parents and teachers reported fewer hyperkinetic symptoms on the K-P diet as compared to pretreatment baseline; that teachers noted a highly significant reduction of symptoms on the K-P as compared to the control diet but the parents did not; and that control diet ratings did not differ from the health result of the stress that the parents did from the baseline period for either parents or teachers. Although findings suggested that the K-P diet may reduce hyperkinetic symptoms, results should be viewed cautiously until further research is completed. Concluded in a critique of the pilot study by the National Institute of Education was that the behavioral outcome measures were "soft" and pharmacology uncertain; that the ex-perimental design was subject to certain problems; and that the sample size did not allow for much further analysis. (SB)

ED 117 878 95 EC 081 113 Pfau, Glenn S.

Project LIFE, 1963-1975. Final Report.

National Foundation for the Improvement of Education, Washington, D.C. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Nov 75

Pub Date Nov 7: Contract—OEC-0-73-0608 Note—182p.: For related information, see ED 073 609, 085 984, and 098 764 EDRS Price MF-50.83 HC-\$10.03 Plus Postage

Descriptors-*Aurally Handicapped, Elementary Secondary Education, Exceptional Child Research, *Filmstrips, Information Dissemina-tion, Instructional Materials, *Instructional Media, *Language Programs, *Programed In-

Media, Language Frograms, Frograms and Struction Identifiers—Final Reports, Project LIFE Presented is the final report on Project Life (Language Improvement to Facilitate Education), a 12-year (1963-75) project which developed the project of the filmstrips and supplementary materials for teaching language to deaf children. General overview and historical review sections include information on project goals and objectives, administration agencies and associated individuals, and funding. Discussed is the rationale underlying the three instructional content areas: perceptual training, perceptual thinking, and language reading. The next three sections focus on a historical tracing of hardware development, marketing/di semination, and evaluation of Project LIFE materials. Summarized in a final chapter on 1975 systems development accomplishments are the contents of a picture dictionary, 12 biography filmstrips, and 104 programed filmstrips on topics such as plants, health, and the universe. Appen-

ED 117 879 95 EC 081 114 Avenues to Change, Book 1: Citizen Advocacy for Mentally Retarded Children: An Introduction. National Association for Retarded Citizens.

dixes include lists of Project LIFE field test centers, consultants, publications, research and evaluation studies, research and evaluation forms,

and marketing and consultant critique informa-

Arlington, Tex.

tion. (LS)

Arington, tex.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C. Pub Date Feb 74

Grant-OEG-0-72-5311

Note-32p.; For the other documents in this series, see EC 081 115-117 and EC 081 331-332 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Child Advocacy, Civil Liberties,
Community Resources, Conceptual Schemes,

Delivery Systems, Exceptional Child Services,

Institutionalized (Persons), *Mentally Handicapped, *Models, *Organizations (Groups), Personal Adjustment Identifiers-Deinstitutionalization, National As-

sociation for Retarded Citizens

Provided in the first of four booklets on citizen advocacy for the mentally retarded is a general introduction to the concept. Advocacy is defined and traditional approaches including institutional practices are reviewed. The individual advocateprotege relationship is seen to be the central feature of the citizen advocacy model serving men-tally retarded people in institutions, in transition from the institutions, and in the community. Potential advocate roles include companion, guardian, and adviser. The support structure at the local and state levels is analyzed. The booklet concludes with a brief review of legislative and social factors responsible for current interest in advocacy. (CL)

ED 117 880 Avenues to Change, Book 2: Implementation Citizen Advocacy through State and Local

National Association for Retarded Citizens, Arlington, Tex.

Agency-Bureau of Education for the John Agency—Buleau of Leucation for inc Handicapped (DHEW/OE). Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.: Rehabilitation Services Ad-ministration (DHEW), Washington, D.C. Pub Date Feb 74

Grant-OEG-0-72-5311

Grant—OEG-0-72-5311
Note—57p.; For the other documents in this series, see EC 081 114-117 and EC 081 331-332
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Administration, "Child Advocacy,
Exceptional Child Services, "Guidelines, "Mentally Handicapped, Organizations (Groups),
"Program Development, "Program Planning,
Proceedic (Extrac). Records (Forms)

Identifiers-*National Association for Retarded Citizens

The second of four booklets on citizen advocacy for the mentally retarded provides specific guidelines for implementing advocacy programs in state and local Associations for Retarded Citizens. Functions of the state office and the state advisory committee are reviewed, along with funding sources for state programs. Procedures involved in setting up a local office include establishing a study committee to investigate the feasibility of an advocacy program, deciding questions of insurance and incorporation, and hiring staff. Described are such local office functions as recruitment, screening, program monitor-ing, and service evaluation. Among nine program forms provided are a sample news release form and advocate's monthly summary. (CL)

ED 117 881 95 Avenues to Change, Book 3: Effective Advocacy.
National Association for Retarded Citizens,

Arlington, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Ad-

ministration (DHEW), Washington, D.C.

Pub Date Feb 74 Grant-OEG-0-72-5311

Note-46p.; For other documents in this series, see EC 081 114-117 and EC 081 331-332

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Child Advocacy, *Civil Liberties, Exceptional Child Services, Guidelines, Interpersonal Relationship, *Mentally Handicapped, Psychological Needs Identifiers—Deinstitutionalization, National As-

sociation for Retarded Citizens

Designed for the citizen advocate, the third in a series of four booklets provides basic information on mental retardation and the advocate's role. Reviewed is the history of social attitudes regarding the retarded, and described are the needs of institutinalized and community-living retarded persons. Discussed are emotional, legal, and financial considerations of being an advocate, and suggested are guidelines for protecting the protege's rights. Phases in the typical advocateprotege relationship are analyzed. Appended is the declaration of general and special rights of the mentally retarded developed by the Interna-tional League of Societies for the Mentally Han-dicapped. (CL) ED 117 882 95 EC 081 117 Avenues to Change, Book 4. YOUth as a Citizen

National Association for Retarded Citizens, Arlington, Tex.

Stilliguon, 1ex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Feb 74

Grant-OEG-0-72-5311

Orant—OEGG-12-3511
Note—36p.; For other documents in this series, see EC 081 114-116 and EC 081 331-332
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Adolescents, *Child Advocacy, Exceptional Child Services, Guidelines, Interpersonal Relationship, *Mentally Handicapped, Organizations (Groups)

Identifiers—National Association for Retarded Citizens, Personal Experiences, Youth Advoca-

Youth advocacy is the topic of the fourth in a series of four booklets. Set fourth in an introductory section is basic information about retarda-tion and the role of an advocate. Selections from a diary of one adolescent advocate and the transcript of a taped interview with another are provided to illustrate the practical issues, frustrations, and rewards involved in the program. (CL)

ED 117 883

EC 081 118

Newton, Josephine K.
Finger Spellers and the "Magic Circle". Pub Date [75]

Note-17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Aurally Handicapped, *Deaf, Elementary Education, Exceptional Child Educamentary Education, Exceptional Child Educa-tion, "Human Development, "Interpersonal Relationship, Language Development, Program Descriptions, "Program Effectiveness, "Self Concept, Social Development Identifiers—Magic Circle

Nine deaf students (8-9 years old) participated in the Magic Circle program, a human develop-ment program designed to improve self-concept, relationships with others, and academics. Students met as a group with the school social worker for 15-30 minute sessions. The program focused on three main experiences: awareness, mastery of self-confidence and responsible competence, and social interaction. Reports from the social worker, students, teacher, and observer in-dicated results such as improved language development, increased attentiveness in the class-room, and improved relationships with others. (LS)

ED 117 884 EC 081 119

Hollis, Patricia A. Newton, Josephine K. Project OUTREACH Evaluation.

Pub Date [73] Note-37p.; Not available in hard copy due to poor reproducibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
Descriptors—Consultants, Curriculum, Exceptional Child Education, *Handicapped Children, *Identification, Inservice Teacher Education, *Institutes (Training Programs), *Preschool Education, Program Descriptions, Program Evaluation, *Teaching Methods, Available from EDRS.

Workshops Identifiers—*Project Head Start, Project OUTREACH

Described is a 4-week summer workshop, Project OUTREACH, designed to train Head Start personnel in the knowledge and skills necessary to identify handicapped or potentially han-dicapped children and to develop specific teaching strategies for the preschool handicapped child. It is explained that a unique aspect of the workshop was the coordination of 19 consultants. Reported are results of objective (one fourth of participants made significant gains in knowledge and skills) and subjective evaluations (80 percent of participants regarded the workshop as very informative or informative). Briefly described are the following topic areas: overview of early childhood and exceptional child education; assessment of child's existing skills; curriculum development; instructional methodology; development psychomotor skills; language, speech and hearing development; selection, utilization, and produc-tion of materials; communication and working with families of handicapped children; and record

keeping. Appended are the objective evaluation instrument, evaluation forms, and a narrative summary of daily evaluations. (DB)

ED 117 885 95 EC 081 120 Boston, Bruce O., Ed.

A Resource Manual of Information on Educating

the Gifted and Talented.
Council for Exceptional Children, Reston, Va. In-

formation Services and Publications.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 75

Note-86p.; For related information, see EC 081 121

Available from—Council for Exceptional Chil-dren, 1920 Association Drive, Reston, Virginia 22091 (\$3.95)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—Directories, *Educational Trends, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Gifted, *Information Dissemination, Organizations (Groups), Program Planning, Publica-tions, *Resource Guides, Talent Identification Provided are directories of federal, state and

national resources, seven papers on the state of the art, and information on such other resources as films and state level parent organizations. The state of the art is examined in the following papers: "The Federal Role in the Education of the Gifted and Talented" (staff of the Office of Gifted and Talented, U.S. Office of Education); "Education of the Gifted and Talented: A Brief Report on the State of the Art" (D. Jackson); "A ckward and Forward Glance at the Gifted" (A. Tannenbaum); "Program Planning for the Gifted" (J. Runyon); "Teachers for the Gifted" (M. ted (J. Runyon); "leachers for the Gifted (M. Freehill); "Analyses and Identification of Giftedness in Mexican American Children: A Pilot Study" (E. Bernal); and "The National/State Leadership Training Institute on the Gifted and Talented: A Sketch of Future, Present, and Past" (I. Sato et al). Among other resources described are approximately 70 films on such aspects as teacher awareness and creativity. (CL)

ED 117 886 95 EC 081 121

Boston, Bruce O., Ed.

Gifted and Talented: Developing Elementary and Secondary School Progra

Council for Exceptional Children, Reston, Va. Information Services and Publications Spons Agency-National Inst. of Education (D-

HEW), Washington, D.C.

Note—49p. Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$3.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administration, Bibliographies, Ele-mentary Secondary Education, Exceptional Child Education, *Gifted, Grouping (Instructional Purposes), *Program Development, Research Reviews (Publications), *Talent Identification, Values

Examined in five papers are issues involved in developing elementary and secondary school programs for the gifted and talented. Emphasized by E. Drews is the need for educating the gifted and talented toward more humanizing values, and reviewed are examples of experimental curricula and learning environments. A national administrator's perspectives on such problems as grouping procedures and community abdication of responsibility to the gifted and talented are presented by B. McLaughlin. Cited by A. Baldwin are teaching strategies for gifted disadvantaged students. Considered in B. Boston's paper are methods of identifying gifted and talented pupils and organizing programs. The roles of change agents and facilitators are among the topics covered in an interview with J. Gallagher. Listed are 21 current publications on the gifted and talented, and provided is a bibliography of ap-proximately 150 references on such topics as creativity, guidance and counseling, and teacher training. (CL)

ED 117 887 EC 081 122 Haring, Norris G.

Special Education for the Severely Handicapped:

The State of the Art in 1975. Council for Exceptional Children, Reston, Va. Pub Date [75]

Note-22p.; A Resource Series on the Severely and Multiply Handicapped: Very Special Chil-

Available from-Council for Exceptional Chil-Available from—Council for Exceptional Chi-dren, 1920 Association Drive, Reston, Virginia 22091 (Publication No. 125, \$1.95) Document Not Available from EDRS Descriptors—Educational Needs, Exceptional Child Education, *Operant Conditioning,

escriptors—Educational Necus, Exception Child Education, *Operant Conditioni *Severely Handicapped, *Task Analy *Teacher Qualifications, *Teaching Methods Analysis.

This state of the art paper focuses on the skills and competencies needed by teachers working with severely handicapped children. Analyzed are the applications of behavior principles, systematic program building (task analysis), and instructional procedures to the acquisition of such basic skills as self-feeding and walking. Noted in the first skills as self-feeding and walking. Noted is the importance of practicum experience in developing such addition. teaching competencies as tinuous evaluation, preparation of instructional materials, arranging reinforcement contingencies, and providing for parent involvement. (CL)

ED 117 888 Somerton, M. Ellen Turner, Keith D.
Pennsylvania Training Model: Individual Assessment Guide. 95 EC 081 123

Council for Exceptional Children, Reston, Va. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 75

Note—78p.; A Resource Series on the Severely and Multiply Handicapped: Very Special Chil-

Available from-Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (Publication No. 124, \$3.25) Document Not Available from EDRS

Descriptors-*Curriculum Development, *Diagnostic Teaching, Educational Diagnosis, Exec-tional Child Education, Screening Tests, *Severely Handicapped, *Student Evaluation, *Task Analysis, Teaching Methods Identifiers—Informal Assessment

Described is the Pennsylvania Training Model Individual Assessment Guide, designed to assist teachers in the development of specific programs for the severely and profoundly mentally retarded and multihandicapped. A section is provided for each of the system's four major components: the curriculum assessment guide for gross screening in the areas of sensory and motor development, activities of daily living, communication, perceptual-cognitive skills, and social and emotional development; competency checklists of more specific behaviors within each subject area; an individual prescriptive planning sheet in which antecedents, behavior, consequences, and criteria are task analyzed; and continuous data on which data on child progress is recorded. Also provided in the document is a flow chart of the system, an annotated bibliography of approximately 50 references, and a brief summary of the first year of the Pennsylvania Training Model. (CL)

ED 117 889 EC 081 124

Routhac, Vicki Scriven Bullock, Lyndal M. Competency Based and Noncompetency Based Personnel Preparation Programs in Special Edu-

Pub Date 75

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, Higher Education, *National Surveys, Performance Based Teacher Education, Program Descriptions, Questionnaires, "Special Education Teachers, "Teacher Education Examined in a national survey of 258 special

education teacher training programs in colleges and universities were program components of federally funded competency based (DBTE) programs and federally funded noncompetency based (NCBTE) programs. Department chairpersons answered mailed questionnaires specific for either a CBTE a NCBTE program. Findings included the following: More than 60 percent of chairpersons indicated that they administered categorical CBTE or NCBTE programs. The majority of students in both the CBTE and the NCBTE programs were in the bachelor's level programs. More students were enrolled in the area of mental retardation than any other category. The majority of CBTE programs were begun as a result of either federal funds or legislative mandates. The essential program components as listed by department chairpersons were similar for both CBTE and NCBTE programs. Most CBTE pro-grams had developed printed nonpublished in-structional packages, whereas, most NCBTE programs had not developed such materials. The most frequently mentioned strongest program components for the CBTE programs were learning packets, individual study, and practicum; while practicum was listed as the strongest program component for NCBTE programs. Further research is recommended in such areas as delineation of the essential components relevant to CBTE. (DB)

ED 117 890

EC 081 208 Lott, Leroy A., Jr. And Others Strategies and Techniques for Mainstreaming: A

Resource Room Handbook. Monroe County Intermediate School District, Mich.

Pub Date Oct 75

Note—249p. Available from—Leroy Lott, Supervisor for Spe-Available Hollin-Letoy Lott, Supervisor for Spe-cial Education Programs, Monroe County In-termediate School District, 1101 S. Raisinville Road, Monroe, Michigan 48161 (512.50) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors-Behavioral Objectives, *Educable Mentally Handicapped, Educational Diagnosis, Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Education, Facilities, Guidelines, Individualized Instruction, Inservice Education, *Learning Disabilities, Personnel, *Regular Class Place-*Learning ment, *Resource Centers, Resource Teachers Presented for regular classroom teachers,

resource room teachers, and teacher consultants is a handbook of strategies and techniques for mainstreaming educable mentally impaired, emotionally impaired, and learning disabled students into regular classrooms. Twelve chapters cover the following topics: resource room models, personnel, staff relations, the physical layout and equipment, diagnosis (including informal tests of specific subjects and perceptual skills), teacher interview techniques, elementary and secondary consultations, educational contracts (including behavioral contracts and alternative grading systems), individualizing instruction (prescriptive teaching, selecting appropriate materials and modifying curriculum), inservice, alternatives to resource room placement, and program evaluation. (LS)

EC 081 209

Calabree, Joan M., Comp. And Others
Addendum to Prescriptive Teaching Workshop
Resource Manual.

New Providence Board of Education, N.J. Pub Date Jul 73

Note-30p.; For the workshop resource manual, see FD 072 598

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Diagnostic Teaching, *Educational Diagnosis, Elementary Education, Exceptional Child Education, *Individualized Instruction,

*Learning Disabilities, *Regular Class Placement, Teachers, Workshops

Summarized are presentations given at a 1-year Prescriptive Teaching Workshop, a Title III edu-cational program designed to maintain the learning disabled elementary school child in the regular classroom. Outlines, diagrams, and bibliographies are provided for presentation topics such as the special service circuit, educational assess-ment, behavior modification, and individualized instruction through computer technology. Described in the second half of the document are procedures and sample forms for developing and writing an educational prescription. (LS)

ED 117 892

Norton, Daniel P. Sommers, Paul A. The Development of a Cost-Efficiency Model to Assist in Special Education Program Decision-Making and Financing. Wausau District Public Schools, Wis. Pub Date Jun 75

MI

Note-90p.; Appended materials may reproduce

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—Conceptual Schemes, *Cost Effec-tiveness, Exceptional Child Research, *Handicapped Children, *Models, Program Budget-ing, Program Development, Program Evaluation, School Districts, *Special Education, Task Analysis

Identifiers—Wisconsin (Wausau)
Summarized are activities of the Wausau District Public Schools (Wisconsin) toward developing a model for cost efficiency analysis in special education. The model links input-output analysis and task analysis features. Introductory informaand task analysis reatures. Introductory informa-tion includes varying impressions of cost efficien-cy concerns and the current status of project development. Discussed are the following elements of a cost efficiency study model: input-application-output, feedback, outcome analysis, cost allocation, pupil accounting systems, technical support systems, and related technical issues. Application of these elements in a cost efficiency system design for a local education agency is described. Reported are outcomes of pilot tests of the model and its components including simulation of resource allocation and design of a student accounting registration procedure. Among project findings cited are problems encountered such as lack of efficient pupil accounting systemssuch as tack of efficient pupil accounting systems— and areas in which progress was made—such as development of task analysis classifications for special education. Appendixes include: documen-tation, inputs and outputs for simulated resource allocations; a staff questionnaire; and a student registration form. (L \S)

ED 117 893

EC 081 211

Harris, Alice
Problems of Quality Control in the Use of
Behavior Change Techniques in Public School Settings. Pub Date 75

Note—13p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Change, *Behavior Change, *Behavior

Descriptors—*Behavior Change, *Behavior Problems, Emotionally Disturbed, Exceptional Child Education, Guidelines, *Higher Educa-tion, Intervention, *Operant Conditioning, Practicums, *Program Descriptions, Program Evaluation, Public Schools, Teacher Education

A program was designed to train college stuin the use of behavior modification procedures with problem children in the classroom. Through application of social learning theory principles and operant conditioning, pro-gram trainces learned to reduce the innapropriate behavior of problem children in class, to prevent small difficulties from becoming future problems, smail difficulties from becoming future proteins, and to maintain optimal levels of academic and social behavior. The training program consisted of four phases: pre-intervention training in observation and data collection, pre-intervention training in classroom contingency management, interpretable statement training and implementation ing in classroom contingency management, inter-vention strategy training and implementation training. Problems encountered during the pre-in-tervention phase (such as students "freezing" when being videotaped during role-playing prac-tices) were usually resolved while the program was being conducted on the college campus. The majority of problems took place in the public school setting and generally stemmed from a reciprocal view of incompetency existing between classroom teachers and college students. To deal with problems, a set of guidelines was developed which related to the baseline data collection which related to the baseanne data collection phase, the intervention/teaching phase, and the relationship between participating students and the school setting. (Appended is a list of errors commonly made by poorly trained teachers attempting to carry out behavior modification programs (CER) grams.) (SB)

ED 117 894 95 EC 081 212

Hooper, Frank H. Sipple, Thomas S.
An Investigation of Matrix Task Classificatory and

An Investigation of Matrix Task Classificatory and Seriation Abilities. Technical Report No. 348. Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Wisconsin Univ., Madison. Report No—WRDCCL-TR-348 Pub Date Sep 75 Contract—NE-C-00-3-0065 Note—489. Report from the Project on Chill.

Note-48p.; Report from the Project on Children's Learning and Development EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Age Differences, *Classification, *Cognitive Development, Concept Formation, *Early Childhood Education, *General Education, Matrices, Research Projects, *Serial Or-

Identifiers-Piaget (Jean)

Matrix tasks to assess multiple classifications and multiple seriation skills were administered to 160 children (40 Ss each from preschool, kindergarten, first and second grade levels). Each child received six matrix subtasks (reproduction and transportation of cross classification I, double seriation, and cross classification II) in one of six orders of presentation. Preliminary analyses in-dicated a general absence of significant presentation order effects and an absence of sex dif-ferences. Grade level comparisons were significant for all subtasks except cross classification I transposition. Significantly superior performances on the reporduction when compared to the counterpart transposition subtask were shown for the cross classification I (first grade, second grade, and combined grades), double seriation (kindergarten, first grade, second grade, and com-bined grades), and cross classification II (first grade and combined grades) cases. The between matrix difficulties were that in both reproduction and transposition subtasks, cross classification II was more difficult than double seriation and cross classification I. Results suggested that development in classification gabilities amy lag behind relational abilities contrary to the structural predictions of combodies. orthodox Piagetian (Author/SB)

ED 117 895 95 And Others EC 081 213

Storm, Pat Purdy And Others Infant Stimulation Curriculum: Development and

Evaluation Report.
Ohio State Univ., Columbus. Herschel W. Nisonger Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—51R0739 Pub Date Feb 75

Note-100p.; For related information, see EC 081 214

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—*Behavioral Objectives, *Curricu-lum Development, *Curriculum Evaluation, Exceptional Child Education, *Handicapped Chil-

dren, Infancy, *Stimulation Identifiers—*Developmental Disabilities, *Infant

Stimulation Curriculum

Presented are a description and evaluation re-port of the Infant Stimulation Curriculum developed by the Developmentally Delayed Infant Education Outreach Project. The curriculum, for infants developmentally between birth and 36 months of age, is described in terms of characteristics (such as basis in the normal developmental pattern), rationale, philosophy, and format. Listed are objectives in the curriculum development process (such as a simple readability level), and provided is a flow chart of the development process. Reported are results of an evaluation of each of the seven objectives including such findings as a readab 'ty level of sixth grade, and an expert opinion that all behaviors as stated are in fact observable behaviors. Also reported are results of field testing the curriculum with 68 children at five sites for the following three goals: children at twe sites for the following three goals: determine if the behaviors as expressed are observable, determine if the behaviors are sequenced approximately, and determine if the activites listed for each behavior are appropriate for the child's level of ability. Appended are the curriculum readability work sheet, a questionnaire soliciting curriculum critiquing feedback, a loss and materials list the curriculum assessment. toys and materials list, the curriculum assessment tool instructions, results of the first field testing, the revised assessment tool, and results of followup field testing. (DB)

ED 117 896 95 EC 081 214 Infant Stimulation Curriculum. Revised Edition. Ohio State Univ., Columbus. Herschel

Nisonger Center. Nsonger Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Grant—OEG-0-73-5583 Note—210p.; For related information, see EC 081 213

081 213
Available from—Nisonger Center, 1580 Cannon
Drive, Columbus, Ohio 43210 (Write for price)
EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
Descriptors—*Behavioral Objectives, Cognitive
Development, "Curriculum, Exceptional Child
Education, Expressive Language, "Handicapped Children, *Individual Activities, Infancy, Motor Development, Percentual Matter fancy, Motor Development, Perceptual Motor Coordination, Receptive Language, Social Development, *Stimulation, Teaching Methods Identifiers-Developmental Disabilities, *Infant Stimulation Curriculum
Presented is the Infant Stimulation Curriculum

(developed by the Developmentally Delayed Infant Outreach Project) for parents and teachers to use with children who are developmentally between birth and 36 months of age. Published in a card format at a sixth grade readability level, the curriculum includes introductory cards providing information on the purpose of the cur-riculum, ways to adapt the curriculum to handicapped children, and how to use the curriculum to identify a child's behavioral level and stimulate development through eight stages for each of the following areas: coordination, locomotion, cognitonowing areas: coordination, locomoton, cogni-tion, receptive language, expressive language, and socialization. Provided is a chart on which to record the child's progress. Each area is covered by 44 to 72 cards, each of which specifies an ob-servable behavior and suggests two or more activities to stimulate the target behavior. Examples of behaviors are ability to put a small can into a larger can (stage 5 of cognition), ability to pull a 'x 3" peg out of a pegboard (stage 4 of coordination) and ability to dry own ha washing (stage 8 of socialization). (DB) hands after

A Design for Living: The PARC Plan. Report of the PARC Ad Hoc Planning Committee for Resolution II, October 19, 1974.

Pennsylvania Association for Retarded Citizens, Harrisburg.

Pub Date Oct 74

Note—107p. Available from—Pennsylvania Association for Retarded Citizens, 1500 North Second Street, Harrisburg, Pennsylvania 17102 DRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Clothing, Evaluation, Exceptional Child Education, Exceptional Child Services, Facilities, Health Services, *Hospitals, *Institutional Environment, *Mentally Handicapped, Naced Accessment Needs Assessment, Nutrition, Program Development, *Residential Programs, *School

Development, *Residential Programs, *School Services, Staff Improvement, State Agencies Identifiers—*Pennsylvania
Presented is the PARC (Pennsylvania Association for Retarded Citizens) Plan which resulted from a 3-month survey of Pennsylvania's institutional system and which was designed to improve living conditions and programs of state schools and hospitals serving the mentally retarded. Detailed are specific recommendations for the achievement of annual goals (from 1975 to 1980) in the following areas (goal examples are in parentheses): population (assess the needs of each resident in state schools and hospitals and develop individualized programs); staffing and staff training (develop an inservice training pro-gram); food services (achieve excellence in diet, food preparation, and food handling); linen and clothing service (provide clean, neat, fashionable, appropriate, individualized clothing as well as in dividual storage space); program (develop a uniform accountability procedure with a mechanism for correction of defects); housing (complete renovations to meet Life Safety Code Medical Assistance requirements); health care (provide corrective and preventive measures for each individual); and monitoring (develop a uniform procedure for making and writing reviews of state schools). Included in each section is an implementation schedule for each program area and statements on the goals, actions required, funding sources, and PARC actions and responses for each year. A section on additional recommendations contains discussions of such topics as the development of family care training homes. (SB)

ED 117 898 EC 081 250

Miller-Jacobs, Sandra

Mainstreaming Special Needs Children Into Open Settings. Pub Date 75

Note-45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-*Educational Philosophy, tional Programs, Elementary Secondary Educationa Programs, Eighnetiany Sectoriany Sectoriany Educa-tion, Exceptional Child Education, "Han-dicapped Children, Normalization (Han-dicapped), "Open Education, "Regular Class Placement, "Special Education Compared are principles of open education and

special education, and described are six programs

in which handicapped children are being successfully mainstreamed into open education situations. Briefly described is the philosophy of open education, listed are 29 assumptions about children's learning or knowledge, and examined is the philosophy of special education. The follow-ing open and special education themes are considered: instruction, provisioning, diagnosis, evaluation, humaneness, seeking, self-perception, and assumptions. Other aspects discussed include the teacher-student relationship and physical space. Briefly described are six programs provid-ing open education services to such children as the severely retarded, emotionally disturbed, dis-advantaged, and learning disabled. Results of one program evaluation are given in terms of the chil-dren, the teachers, and the techniques. (DB)

ED 117 899 EC 081 251

Stodden, Robert A. lanacone, Robert N.
The Use of Semantic Differential to Assess the Perceptions and Attitudes of Preservice and Advanced Degree Candidates Toward Various Ex-Pub Date Nov 75

Note-14p.; Paper presented at the California Educational Research Association (54th, San Diego, California, November 12-13, 1975); A

few lines may reproduce poorly EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Attitudes, Exceptional Child Research, *Handicapped Children, *Higher Education, *Perception, Post Secondary Edu-cation, Semantic Differential, Student Attitudes The perceptions of three groups (n=30) of bachelor level special education majors and doc-toral candidates in education toward the mentally retarded and various other exceptionalities were retarded and various other exceptionalities measured after exposure to three types of treatment. Of the three groups, the control group I received no treatment, experimental group received negative treatment consisting of a 10minute slide-tape presentation of various syn-dromes associated with profound retardation, and experimental group II received positive treatment consisting of a 10-minute presentation of selec-tions recorded by a musically superior group of educable mentally retarded students. Among the findings from pre- and posttests on semantic diffriendings from pre- and postess on somatic dif-ferential scales were that the attitudes and per-ceptions of the advanced degree Ss were signifi-cantly more positive than those of preservice special education Ss, and that the label gifted wa viewed most positive of all labels while severely retarded was viewed most negative. (CL)

Mazzullo, Mariann C Procedures Used in Child Find Activities.

Pub Date Feb 76 Note—16p.; Paper presented at a workshop for SEIMC Child-find Consultants, State Education Department Conference (Albany, New York, February 13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Agencies, Community Programs, Exceptional Child Education, *Guidelines, **Handicapped Children, Health Facilities, **Identification, **Information Dissemination, Preschool Education, Program Administration, **Publicize, Referral

Identifiers—Child Find
Presented is an outline of procedures to use in child find activities for locating handicapped children. Basic suggestions are given for five types of activities such as announcement in local newspapers and letters to teachers. Listed are numerous social service agencies, medical commu-nity agencies, therapeutic nurseries, day care ceninty agencies, treatpeutic interests, objectives, play schools, and community parent resources to which one preschool presented a program in order to publicize the problem and get referrals. Also included are an outline for a lecture to parent and professional groups, and sample letters for teachers and parents to an-nounce a new preschool learning center. (LS)

ED 117 901 95 EC 081 253 Kay, Patricia M., Ed.

Assessment in CBTE: The Search for Evidence. Report No. Case 04-75.

City Univ. of New York, N.Y. Graduate School and Univ. Of New York, N.T. Graduate School and Univ. Center; New York State Education Dept., Albany. Div. for Handicapped Children. Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 74

Grant-OEG-0-73-6140

Note—100p.; Proceedings of a conference (Glen-mont, New York, October 1974) EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors-Administrator Role, Conference Re escriptors—Auministrator Rock, Contenence Re-ports, *Evaluation Methods, Exceptional Child Education, *Handicapped Children, Models, *Performance Based Teacher Education, *Pro-gram Evaluation, Research Reviews (Publica-tions), *Special Education, State Standards, Student Participation, Teacher Role, Worksheets

Provided are some of the proceedings of a con revoluce are some of the proceedings of a con-ference on assessment of competency based teacher education (CBTE) programs in special education. Presentations by conference partici-pants cover the following topics: research findings regarding evaluation and validation in per-formance based teacher education (Robert S. Soar); the New York state education depart-Soar); the New York state education depart-ment's assessment plans required in teacher edu-cation program proposals (Vincent Gazzella); the application of systematic observation methods (such as computer assisted teacher training) in research and training in special education (Mel-vyn I. Semmel); and models for research and development in performance based teacher edu-cation (Frederick McDonald). Summarics are provided of potential contributions and concerns regarding assessment processes of nublic school regarding assessment processes of public school teachers (James G. Ward), public school administrators (Gilbert Duken and Michael Solimando), and teacher education students (Karen Cochran, Nathan Glasper, Karen Kowalchuck, and Mar-Nathan Glasper, Karen Kowalchuck, and Margaret Maxwell). Also included are worksheets (Patricia M. Kay) which are noted to be based on a model for building an internally valid assessment system. In a conference evaluation (Alice Kornblith and Cecile Segal), it is concluded that although the conference was well organized, more technical expertise and individual consultation were needed. (SB)

ED 117 902 EC 081 254 Verbal Reinforcement During Therapy with Stut-

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants. Report No—PB-235-235; RD2274-S

Pub Date Feb 72 Note-101p.

Note—101p.
Available from—National Technical Information
Service, Springfield, Virginia 22161 (Order No.
PB-235-235; MF \$2.25, HC \$5.25)
Document Not Available from EDRs
Descriptors—Exceptional Child Research, Negative Reinforcement, "Operant Conditioning,
Positive Reinforcement, Speech Handicapped,
"Speech Therapy, "Stuttering, Timeout, "Verbal Operant Conditioning, Verbal Stimuli
Presented is a series of studies in which the efficacy of applying operant conditioning

ficacy of applying operant conditioning methodologies to the problem of stuttering was methodologies to the problem of stuttering was examined. One requirement was that the designed therapeutic programs utilize only verbal contin-gent stimuli (reinforcers and punishers) in the traditional therapeutic setting (client and therapist seated together in a room). Studies deal with topics such as thematic content modifica-tion, client awareness of contingencies, the effect tion, client awareness of contingencies, the effect of timeout, and the identification of stuttering. Among major findings reported are that verbal contingent stimuli are effective in manipulating both the thematic content of Sa's speech and the manner of their speech in speech therapy interviews; that positive-type verbal reinforcers were the most effective contingent stimuli for modifying the form of the stuttering episade; and that timeout is an effective punishing type contingent stimulus in group therapy sessions for stutterers. (LS)

ED 117 903 EC 081 292 95 Johnson, Richard K. Tully, Norman L. Graduate Training Program for the Preparation of Guidance Counselors with the Deaf. Final

Performance Report.
Gallaudet Coll., Washington, D.C.
Spons Agency—Office of Education (DHEW),

Washington, D.C. Pub Date 74

Grant-OEG-0-71-4142

Note—16p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Aurally Handicapped, *Counselors, Curriculum, *Deaf, Exceptional Child Education, Graduate Study, Guidance Personnel, *In-service Education, Instructional Materials, Job Placement, *Program Descriptions, Program Evaluation, School Services Identifiers—Final Reports

Outlined in a final performance report are the Outlined in a final performance report are the accomplishments, slippages, and spinoff developments of a prototype training program to prepare guidance counselors to work with deaf persons. The initial year of the program is reported to have been devoted primarily to curriculum planning, development of evaluation procedures, recruitment and selection of students, and development of instructional materials. Major acdevelopment of instructional materials. Major activities listed for the program's implementation period include instruction and advisement of students, supervision of practicum, and program evaluation. Development of informational services, employment opportunities, and inservice training are among the areas described as spinoff developments. Appended are lists of the advisory committee, counselor-training program participants and their current positions, schools and organizations which have been provided with onsite consultation, and a suggested program of study.

ED 117 904 EC 081 293 Birch, Jack W.

Birch, Jack W.
Hearing Impaired Pupils in the Mainstream.
Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington,

Pub Date 75 Grant-OEG-0-9-0336005-2452

Note-106p. Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, Publication No. 127)

Document Not Available from EDRS
Descriptors—*Administration, *Aurally Handicapped, Definitions, Early Childhood Education, Educational Aceds, Needs, con, Educational Pacinities, Educational Needs, Elementary Secondary Education, Exceptional Child Education, "Guidelines, "Program Descriptions, Public Schools, "Regular Class Placement, Residential Schools Provided primarily for regular class teachers and administrators is information on mainstream-ing bearing imprised students. Pageons behind

ing hearing impaired students. Reasons behind the movement toward regular class placement of hearing impaired pupils are noted and two basic views as to how it should be done are identified. Defined are relevant terms such as mainstreaming, hearing aid, and hearing impaired. A chapter on the influence of hearing impairment on educa-tion includes discussion of the nature of the hear-ing defect, and differences in educational needs of deaf and hard of hearing pupils. In a section on characteristics of successful mainstreaming, instructional settings and pupil characteristics are listed and five principles basic to mainstreaming (such as teach toward hearing world participation) are explained. Guidelines presented for making mainstreaming function include a model for preservice and inservice preparation, suggestions for regular class teachers and administra tors, and information on professional roles and facilities. The second half of the book consists of descriptions of various complete and partial ap-proaches to mainstreaming in 10 public school systems and four residential schools. The programs were chosen to represent a range of sizes and geographical locations. (LS)

Finkel, Ira

Developing Imagination and Creativity in Children.

Pub Date Apr 75 Pub Date Apr 75 Note—285p.; Photographs may reproduce poorly; Paper submitted in partial fulfillment of requirements for Ed.D. Degree, Nova Universi-

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

МΙ

Descriptors—*Creative Development, *Creative Expression, Creative Thinking, Creativity, Elementary Education, *General Education, *Imagination, *Inservice Teacher Education, Program Development, Program Effectiveness, Research Projects, Self Expression, Teachers, Teaching Methods, Workshops

Described are the development, implementa-tion, and evaluation of six 3-hour inservice training sessions designed to help five participating teachers improve imagination and creativity in fourth, fifth, and sixth grade students. Content areas for each session are outlined; activities including brainstorming and role playing are reviewed; and techniques for stimulating creative expression in writing, drama, play, art, and listening are detailed. Pre- and posttest scores on the Torrance Tests of Creative Thinking are presented along with observations drawn from classroom visits and teachers' anecdotal records. It is reported that the teachers exhibited an in-creased awareness of the need for encouraging creative behavior and the students demonstrated increased involvement in the creative aspects of learning. Included in the seven appendixes are the Torrance Tests of Creative Thinking, and a sample teacher log with photographs of children's creative activities. (CL)

ED 117 906 EC 081 295

Thompson, Charles P.
The Development and Implementation of Elementary School Gifted Program Guidelines.
Pub Date May 75
Note—345p.; Paper submitted in partial fulfillment of requirements for Ed.D. Degree, Nova

University
EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—Administration, Behavior Rating Scales, *Curriculum Development, Educational Objectives, Elementary Education, Exceptional Child Education, *Gifted, Guidelines, Identification, *Program Descriptions, *Program Evaluation, School Districts, *Student Charac-

Identifiers—*California (Sacramento)

Described is the development, implementation, and evaluation of guidelines for a program serving gifted children in two Sacramento, California elementary schools. Considered are the following major topics: rationale for mentally gifted minor programs, mentally gifted minor characteristics, identification of mentally gifted minors, program development, writing the local school program, program personnel responsibilities, and a management time frame for program development and implementation. The major portion of the docu-ment consists of appendixes including minutes of the gifted program advisory committee, a list of learner objectives, the written plan for one school program, a student evaluation of the program, a questionnaire for teachers, letters, and the final draft of the Sacramento City Mentally Gifted Program which includes the Teacher Indicator of Potential (TIP) rating scale. (DB)

ED 117 907 88 EC 081 330 La Brie, Vicki Learning Disabilities Activity Guide for the Ele-

mentary Classroom. Maine State Dept. of Educational and Cultural

Services, Augusta.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.

Note-55p. Available from-Mercer House Press, Box 681, Kennebunkport, Maine (\$3.50, \$2.00 per copy when 25 or more are ordered)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Auditory Perception, Class Activities, Elementary Education, Exceptional Child Education, Individual Activities, *Language Development, *Learning Disabilities, *Motor Development, Perceptual Motor Coordination, Benebuc Class Placement, Teaching Civides, Perceptual Class Placement, Perceptual Cl Regular Class Placement, Teaching Guides, isual Perception

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Intended for the regular elementary classroom teacher serving learning disabled children, the acteacher serving learning disabled children, the ac-tivity guide provides suggestions in the areas of motor development, visual perception, auditory perception, and language development. Motor ac-tivities are grouped into the following categories: body image, balance, fine motor coordination, directionality, gross motor coordination, and activities of the Purdue Perceptual Motor Survey. Visual perception is considered in terms of visual reception, visual sequencing and directionality, visual memory, position in space, constancy of shape, figure-ground discrimination, and visual shape, figure-ground discrimination, and visual association. Aspects of auditory perception for which activities are provided include auditory awareness, figure ground perception, auditory reception, auditory discrimination, and auditory sequential memory. The final section, on language development, includes suggestions for improving verbal expression, the normal development of speech, written expression, and manual expression. A short selected bibliography follows each chapter. (DB)

ED 117 908 EC 081 331 Avenues to Change: A Coordinator's Guide for Training Citizen Advocates. National Association for Retarded Citizens,

National Association for Retarded Citizens, Arlington, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Sep 75

Grant—OEG-0-72-5311

Note-119p.; For related information, see EC 081 332 and EC 081 114-117

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—*Child Advocacy, Community Resources, Exceptional Child Services, *Guidelines, Inservice Education, *Institutes (Training Programs), *Mentally Handicapped, Organizations (Groups), *Program Develop-

Identifiers—Citizen Advocacy, National Associa-tion for Retarded Citizens

tion for Retarded Citizens'
Intended for coordinators of citizen advocacy
programs for mentally retarded persons, the
guidelines developed by the Association for Retarded Citizens provide an overview of training
sequence and procedures, suggestions for two
training sessions, and topics for followup activities. Listed are training objectives (including
defining the role of citizen advocates), and
analyzed are the steps involved in screening,
training, matching the advocate to the mentally
retarded protege and providing followup inserretarded protege, and providing followup inservice training. Descriptions of two sample training sessions include information on such topics as a basic orientation to mental retardation, the normalization principle, community resources, and resource materials for the citizen advocate. Objectives, references, approaches, and materials are suggested for followup training on such aspects as current trends in legislation and pover-ty and retardation. (CL)

ED 117 909 EC 081 332

Avenues to Change: Trainers Manual. National Association for Retarded Citizens, Arlington, Tex.

Artington, Lex.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Grant-OEG-0-72-5311

Note—98p.; For related information, see EC 081 331 and EC 081 114-117 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Child Advocacy, Exceptional Child Services, *Guidelines, *Institutes (Training Programs), Instructional Materials, *Mentally Handicapped, Organizations (Groups), *Program Development, Workshops Identifiers—National Association for Retarded

Citizens

Guidelines are presented by the National Association for Retarded Citizens to help state and local associations develop citizen advocacy programs. The manual's first section contains an overview of preparing for and conducting workshop training sessions, including a discussion of needed materials and equipment. The bulk of the document is composed of specific instructions the document is composed of specific instructions and scripts for eight workshop activities, including an orientation to citizen advocacy, and a discussion on applying citizen advocacy to the needs of the mentally retarded. Each activity is preceded by information regarding purpose and training sequences. Sample handouts and scripts for a lecture of audiovisual presentation are also provided. Covered in three appendixes are needed materials, physical arrangements, and a sample letter of invitation. (CL.)

ED 117 910 40 EC 081 363

ED 117 910 40 EC 081 363
Child Find: Proceedings from a Conference.
Coordinating Office for Regional Resource Centers, Lexington, Ky.; National Association of State Directors of Special Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 75
Note—78p.; Proceedings from the Child Find Conference (Washington, D.C., March 26-27, 1975)

Available from—National Association of State Directors of Special Education 1201 16th Street N.W., Washington, D.C. 20036 (\$1.00) EDRS Price MF-\$0.83 MC-\$4.67 Plus Postage Descriptors—Clinical Diagnosis, *Conference Reports, Early Childhood Education, Exceptional Child Education, *Handicapped Children, *Identification, Screening Tests, Special Education, *State Programs Student Evaluation tion, *State Programs, Student Evaluation Identifiers—Child Find Programs

Presented are seven papers delivered at the March, 1975 National Child Find conference sponsored by the Coordinating Office for Regional Resource Centers and the National Association of State Directors of Special Education. The presentations describe identification, diagnostic and evaluation programs for handicapped children in the following states: New Jersey (Pro-ject Child: A Special Education Early Childhood Identification Project); North Carolina (Count the Children; Maryland (Early Identification Sub-System of the Maryland Special Services In-formation System); Idaho (Idaho Child Find); Pennsylvania (COMPILE: Commonwealth Plan for Identification, Location and Evaluation of Mentally Retarded Children); Colorado (Early and Periodic Screening, Diagnosis and Treatment Program); and California (Whittier Area Com-prehensive Plan for Special Education). Among five appendixes is a matrix of 26 child find systems with an accompanying address list of contact persons for each system. (CL)

ED 117 911 64 FC 081 364

Lange, Robert R. And Others

Needs for Instructional Media and Materials Services for Handicapped Learners: A Summary of Extant Information.

National Center on Educational Media and Materials for the Handicapped, Columbus,

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch. Pub Date Sep 74

Contract—OEC-0-72-4478

Note-38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Secondary Education, Exceptional Child Education, *Handicapped Children, Information Dissemination, *Instructional Materials, *Instructional Media, *Needs Assessment,
*Research Reviews (Publications), Teacher Education

A large number of studies were reviewed to assess special education media and materials in terms of content and format, teacher training, information, and distribution needs. Among findings related to content and format were that there was a need for instructional games and other manipulative materials across a variety of handicapping conditions, and that there was generally a high need for materials in language arts. Teachers' training needs were in such areas a shild engagement and expensation of learning as child assessment and preparation of learning prescriptions for individual students. Person-toperson contact was found to be the most valued technique for teachers to obtain information about existing materials, and teachers preferred to receive information only about materials im-mediately available for use in their classrooms. Large numbers of teachers were not prone to use materials not immediately available, and there was some evidence that teachers more often use instructional materials which have been demonstrated in their own classroom or school rather than materials they have not seen demonstrated.

FC 081 365 ED 117 912 Markell, Clark

Exceptional Students in Regular Classes: Interviews with 43 North Dakota Elementary

Minot State Coll., N. Dak. Pub Date Jan 76

Note—55p.; Not available in hard copy due to marginal legibility of original documents; From the Division of Education and Psychology EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Curriculum Evaluation, Elementary Education, Exceptional Child Research, *Handicapped Children, Interviews, *Regular Class Placement, *Teacher Attitudes, *Teacher Education, *Teachers

Identifiers-Upper Midwest Small Schools Project

Presented are results of interviews conducted with 43 elementary teachers from nine schools having participated in the Upper Midwest Small Schools Project (UMSSP), a program of teacher workshops and diagnostic clinics on exceptionality in the regular classroom. A summary of teachers' responses regarding UMSSP and special students is presented along with statements supporting, neutral to, or not supporting the concept of integration. Discussed are three major recommendations concerning more course work relat-ing to exceptional children, more direct contact and experience with the various systems for delivering educational services to exceptional children, and more contact with exceptional children. Appendixes include a copy of the interview questionnaire, letters sent to administrators of UMSSP schools, teacher statements regarding mainstreaming, teacher responses about problems with mildly retarded students in the regular class, rs' recommendations for teacher education. (SB)

ED 117 913 EC 081 366

Friedman, Paul R. Beck, Ronna Lee

Mental Retardation and the Law: A Report on
Status of Current Court Cases, December 1975. President's Committee on Mental Retardation,

Washington, D.C. Pub Date Dec 75

Note-27p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Civil Liberties, Classification, *Court Cases, Due Process, Employment, Equal Education, Exceptional Child Education, Legal Responsibility, *Mentally Handicapped

Legal Responsibility, "Mentally Handicapped Reported are seven new court cases and updated information on 39 previously reported cases regarding the legal rights of the retarded. Analyzed are cases on the following topics (with sample cases in parentheses): classification (Steward, et. al. v. Philips, et al.); commitment (Pate v. Parham and White v. Director of Michigan Department of Mental Health); education (California Association for Retarded Chiltion (California Association for Retarded Chil-dren v. State Board of Education); employment (Roebuck, et al. v. Florida Department of Health and Rehabilitation Services, et al.); guardianship (Schultz v. Borradaile); sterilization (National Welfare Rights Organization, et al. v. Weinberger, et al.); treatment (Burnham v. Department of Health of the State of Georgia); voting (Carrole, et al. v. Cobb, et al.); and zoning (City of Temple Terrace v. Hillsborough Association for Retarded Citizens, Inc.). The final section lists 61 closed cases in the following areas: architectural barriers, classification, commitment, custody, education, employment, guardianship, protection from harm, sterilization, treatment, and zoning. (CL)

ED 117 914 40 EC 081 367 And Others Parker, Scott L.

Improving Occupational Programs for the Han-Management Analysis Center, Inc., Washington,

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [75]

Contract-OEC-0-72-5226

Note—231p.
EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Elementary Secondary Education, Exceptional Child Education, Guidelines, *Handicapped Children, Interagency Coopera-tion, Job Placement, Needs Assessment, *Program Descriptions, Program Design, *Program Development, Program Evaluation, Regular Class Placement, Skill Development, Focational Services, Vocational Adjustment, *Vocational Education

Presented is a manual on improving occupational programs for the handicapped based on a study of 30 existing vocational education programs falling into one of three categoriesmodified programs for handicapped students in the regular classroom, special programs for the handicapped in segregated classrooms, or special nanucappeu in segregateu classrooms, or spectaal programs for severely handicapped students in special classes or residential schools. Chapters on the following topics are included: laying the groundwork, designing a program, setting up a program, focusing on the student, meeting stu-dent needs, preparing for specific skill training, selecting type of vocational training, providing related or academic instruction, obtaining supportive and social services, assisting in transition to the work world, conducting job placement and follow-up, and achieving interagency, interdistrict and community coordination and cooperation. The bulk of the document consists of appendixes providing a checklist for program evaluation, ab-stracts of 30 programs studied in depth, detailed studies of three different kinds of programs, and the methodology used to develop the manual.

40 EC 081 368 Project SHARE: Sharing High-Yield Accountabili-ty with Resource Educators. Regional Interdistrict Council for Special Educa-

tion, Crookston, Minn.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date 75

Note-44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administration, Behavior Change, *Computers, *Delivery Systems, Early Childhood Education, Educational Accountability. Elementary Secondary Education, Evaluation Methods, Exceptional Child Education, *Handicapped Children, *Program Effectiveness, Program Evaluation, Special Education, Tutor-

Identifiers-*Project SHARE

Presented is an overview of the operation of the special education systems used in Project SHARE (Sharing High Yield Accountability with Resource Educators). It is explained that the project grew out of a need to provide service for handicapped children in a sparsely populated area and that the only constants are daily measuring and diagnosing, charting on a standard behavioral chart, and the feedback system. Project components discussed include a resource flow chart, critical variables in administration and the child study system, the instruction and services system (focusing on skills of a tutor), diagnosis, samples of informal reading and math materials, and use of a standard behavior chart. The second half of the document consists of a computer evaluation of the special education program effectiveness (including cost effectiveness) in one school district (LS)

ED 117 916 EC 081 369

Schulps, Allan, Ed.

The Establishment of a Center for Multiple-Han-

dicapped Children.

New York City Board of Education, Brooklyn. N.Y. Office of Special Education and Pupil Personnel Services.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. HEW/OE), V Pub Date [75]

Pub Date [75]
Note—191p.; Occasional marginal legibility
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
Descriptors—Curriculum, Educational Programs,
Elementary Secondary Education, Exceptional
Child Education, "Multiply Handicapped,
Music Occupational Therapy Physical Music, Occupational Therapy, Physical Therapy, *Program Descriptions, *Program Development, Program Evaluation, Program Physical Physical Evaluation, Program Physical Physical Evaluation, Program Physical Physi Planning, Puppetry, Social Work, Speech Therapy, *Staff Role, *Teaching Methods Identifiers—Elementary Secondary Education Act

Title III. ESEA Title III

Described is the establishment in New York City of a center for multiply handicapped children. In addition to a project summary, provided are twenty-five selections written by various staff members which focus on such topics as the role of the special education coordinator; selection, intake screening, and evaluation; the medical program; the role of the paraprofessional; ex-periences of a student teacher; taxonomic instruction; review of reading materials; adaptation of a social learning curriculum; speech and language programs; a class tribute to Dr. Martin Luther King; music activities; puppetry; the roles of so cial workers, guidance counselors, physical therapists and occupational therapists. (CL.)

Boxwill, Frank E. Learning Disability: A Multidisciplinary Team Approach.

Bleuler Psychotherapy Center, Inc., Jamaica,

Pub Date Dec 74

Note—14p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Exceptional Child Education, *In-terdisciplinary Approach, *Learning Disabili-tics, Psychotherapy, Role Perception, Student Characteristics

Discussed is the multidisciplinary team centered approach to educating the learning disabled child. Topics explored include various aspects of learning disability as a symptom complex (espe-cially hyperactivity), the roles of multidisciplinary team members (such as the psychologist and the parents), and four approaches to psychotherapy (including family and group therapy). (LS)

ED 117 918 EC 081 410

Boxwill, Frank E.
The Troubled Youngster in the Classroom.
(Second Printing, Chapter 1). Bleuler Psychotherapy Center, Inc., Jamaica,

N.Y. Pub Date Nov 73

Pub Date Nov 7.

Note—13p.; For Chapter 2, see EC 081 411; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavior Change, Behavior

Problems, Class Management, *Emotionally

Disturbed, Exceptional Child Education, Social

Adjustment *Teacher Role.

Adjustment, *Teacher Role

The author discusses "troubled" or "emo-tionally charged" children in terms of causes of maladaptive behavior and techniques which teachers can use to positively modify student behaviors. Characteristics of the troubled youngsters, such as social immaturity, are pointed out. Outlined are six methods for promoting social adaptation and academic achievement including fostering warmth in the classroom and providing opportunities for tension reduction. (LS)

ED 117 919

Boxwill, Frank E.

Understanding the Troubled Youngster in the Classroom. (Chapter Two: Using Knowledge about Ego Development to Make Learning a Gratifying Experience.)

Bleuler Psychotherapy Center, Inc., Jamaica,

Pub Date Mar 72

Note—6p.; For Chapter 1, see EC 081 410 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Behavior Problems, *Emotion

Disturbed, Exceptional Child Education, *Self Concept, *Student Characteristics, *Teacher Role

The author discusses the ego development of the troubled youngster in the classroom and how teachers can use this knowledge to help him reduce his self defeating and negative attitudes to learning and relating. (LS)

ED 117 920

EC 081 415

Spungin, Susan Jay Spungin, Musan Jay
Assessment for the Educational Readiness of the
Child with Visual Impairments: Three
Workshops. Newton, Massachusetts, October 78, 1974; Chicago, Illinois, November 11-12,
1974; Atlanta, Georgia, December 9-10, 1974. American Foundation for the Blind, New York,

МΙ

N.Y.
Pub Date [Dec 74]
Note—85p.; The 11 tables in the appendices that provide Norms for Tests Used in Counseling Blind Persons are marginally legible EDRS Price MF-50.83 HC-\$4.67 Plus Postage Descriptors—Bibliographics, *Blind, *Case Studies, Diagnostic Tests, Elementary Secondary Education, Exceptional Child Education, Peducation Psychologists, Readiness (Mental), *School Psychologists, *Student Evaluation, *Visually Handicapped,

Workshops Identifiers—American Foundation for the Blind Described are the American Foundation for the Blind 2-day workshops for school psychologists which emphasized various techniques, adaptations, and specific information necessary for effective assessment and understanding of school-aged blind and visually handicapped children. The program and a list of participants for each of three workshops are provided. Workshop seg-ments are noted to include presentations on the incidence and causes of blindness, potential problems, and techniques for assessment. A bibliography is given containing information on 55 publications on assessment and evaluation of school-aged visually handicapped child. Appended are eight psychological reports (making up the major portion of the document) which in-clude such information as the client's name; address; age; visual acuity; diagnosis; reason for referral; general appearance, attitude, and behavior; achievement on tests; summary and recommendations; and test scores. Also appended are tables of norms for tests used in counseling blind individuals, a list of test publishers and dis-tributors, and a sentence completion test form for use with the visually handicapped. (SB)

ED 117 921 EC 081 416

Moor, Pauline M.

Toilet Habits: Suggestions for Training a Child Who Is Blind.

American Foundation for the Blind, New York, Note-12p

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Blind, Early Childhood, Exceptional Child Education, *Guidelines, *Hygiene, *Self Care Skills, Visually Handicapped Identifiers—*Parent Materials

Intended for parents, the pamphlet provides suggestions for toilet training a blind child. Among the 12 tips presented are to establish a regular and convenient toileting schedule, provide a comfortable toilet arrangement, and give the child something to play with. Common problems in toilet training blind children are reported as fear of sitting on the toilet seat, refusal of boys to urinate as they grow older, extreme constipation, and night training. It is stressed that parents should use simple training procedures, and if they are not successful at first, should wait and try again at a later date. (SB)

ED 117 922

EC 081 445

Olechnowicz, Hanna, Ed. Studies in the Socialization of the Severely and Profoundly Retarded.

Psychoneurological Inst., Warsaw (Poland). Day Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 73

Note-214p.

Descriptors—*Child Care Centers, Custodial Mentally Handicapped, *Educational Methods, Exceptional Child Education, Foreign Countries, *Interpersonal Competence, Language Development, *Mentally Handicapped, Motor Development, *Program Descriptions, Student Characteristics, Therapy, Trainable Mentally Handicapped Identifiers—Poland

Intended for teachers of severely and profoundly retarded children, the book presents principles of management and education used at a special day care center in Warsaw, Poland. It is stressed that the educational goal is to give the stressed that the cucational goal is of give the retarded child a chance to develop personally and to play a positive social role in the home and family structure with emphasis on socialization skills. Individual chapters focus on the following topics: guidelines for educational work in the day center, pupil characteristics, an individual therapeutic approach, teaching purposeful motor behavior (including socialization through rhythmics), education for socially oriented behavior, and developing verbal communication. Case studies, photographs, and actual dialogue are used to illustrate main points. (DB)

ED 117 923 88 EC 081 446 Project FAST.

Essexville-Hampton Public Schools, Mich. Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.
Pub Date [75]

Note-37p.; For related information, see EC 081 448 and 449

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Conceptual Schemes, *Delivery Systems, Educational Objectives, Elementary

Education, Exceptional Child Education, *In service Teacher Education, Learning, *Learning Disabilities, *Models, Program Descriptions, *Regular Class Placement, Teachers Identifiers—Elementary Secondary Education Act Title III, ESFA Title III, *Project FAST Described are components of Project FAST

Described are components of Project FAST (Functional Analysis Systems Training) a nationally validated project to provide more effective educational and support services to learning disordered children and their regular elementary classroom teachers. The program is seen to be based on a series of modules of delivery systems

ranging from mainstream teachers working with building principals and parents (module 1) to consultants, specialists from the community, and community agencies (module 3). Stressed is the importance of training teachers in the following developmental objectives: observation of how the child goes about learning, analysis of what each task demands, analysis of the developmental level, prescription of the specific educational program, organization of the classroom, helping children in directing their own behavior appropriately, being receptive to support help, teamwork with peers and teamwork with parents. Explained is a model of a functional learning system which involves various information processing modes, activation through proprioception, symbolic coding of information, a scanning mechanism, and sensory feedback mechanisms. Also included are a flow chart of project implementation, and forms to use at the individual school or school district level. (DB)

ED 117 924 EC 081 447

Bourcier, Marilyn And Others
You Are Not Alone: A Parent Discussion of
Hyperactive Children and the Group Process.

Essexville-Hampton Public Schools, Mich. Spons Agency—Bureau of Elementary Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education,

Lansing. Pub Date [74]

Note—30p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavior Change, "Child Rearing, Etiology, Exceptional Child Education, "Group Discussion, "Hyperactivity, Learning Disabili-ties, "Parent Child Relationship, "Parent Edu-cation, Psychological Characteristics, Video Tane Recordines Tape Recordings
Identifiers—Parent Materials

Intended for parents of hyperactive children, the two booklets provide general information on the management of hyperactivity and a summary of a video taped parent discussion group. Sec-tions are on the following topics: what is hyperactivity? what causes hyperactivity? traits of hyperactive children, concerns and feelings of parents, behavior management, selected comments from the video tape group discussion, and how to form a discussion group of your own. Summarized in the second booklet are eight segments of the 30-minute video tape in which individual parents share their concerns. (DB)

ED 117 925 88 Project FAST: [Functional Analysis Systems Training]: Adopter/Facilitator Information.

Essexville-Hampton Public Schools, Mich.
Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Pub Date 75

Note-21p.; For related information, see EC 081 446 and 449

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Delivery Systems, Exce Child Education, *Learning Disabilities, Exceptional gram Descriptions, Program Design, Program Effectiveness, *Regular Class Placement

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project FAST

Presented is adopter/facilitator information of Project FAST (Functional Analysis Systems Training) to provide educational and support services to learning disordered children and their regular elementary teachers. Briefly described are the three schools in the Essexville-Hampton (Michigan) school district; objectives of the program; program inputs, processes, and outcomes; and program schedule. Reported are program outcomes such as statistically significant increases in reading and mathematics acheivement levels, a decrease in discipline problems, and expansion of the program to 201 classrooms in the Bay City, Michigan, area. Also presented are criteria to be used in the selection of adopters including required target population characteristics, staffing requirements, instructional material requirements, financial resources, and training required of adopters. Part 2 focuses on facilitator information including a listing of available awareness material (such as a film on Project FAST), product and process objectives, criteria to be used in the rejection of adopters (such as lack of administrative support), demonstration/visitation capability, training capability, and training schedule. (DB) ED 117 926 88 EC 081 449 Project FAST: Final Report.
Essexville-Hampton Public Schools, Mich.

Spons Agency—Bureau of Sch HEW/OE), Washington, D.C. -Bureau of School Systems (D-

Note-52p.; For related information, see EC 081 446 and 448

EDRS Price MF-\$0.83 HC-\$3.50 Plus Posta

Descriptors—*Administration, Decision Making, Elementary Education, Exceptional Child Edu-cation, Information Dissemination, *Learning Disabilities, *Program Descriptions, *Program Evaluation, *Regular Class Placement Identifiers—Elementary Secondary Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project FAST The final report (1974-75) of Project FAST (Functional Analysis Systems Training) contains

objectives and evaluation data of the Essexville-Hampton (Michigan) program which is designed to provide efficient educational and support services to learning disordered children and their vices to learning disordered children and their regular elementary teachers. The first part con-tains an introduction to the methods and pur-poses of the project. Described are the three modules for delivering educational services, nine basic teaching skills, a model of a learning system, and a flow chart of a delivery system which incorporates a change process. Listed are accomplishments such as reduction of the time has between identification of mails with hearning lag between identification of pupils with learning problems and specific treatment, cost effective-ness, and demonstrated exportability. Evaluation data is provided for four performance objectives for each of two project goals—(1) the develop-ment and implementation of a demonstration and dissemination model, and (2) monitoring of project activities to show their impact on children. Information for each objective is presented in terms of source of information, analysis of data, date to be completed, and results. Evidence of effectiveness for 1973-74 is summarized and includes expansion of individual educational programs from 20 in 1971-72 to 149 in 1973-74. Appended is a description of a decision-making process for adoptor districts to use to determine the goals and objectives for their district. (DB)

ED 117 927

EC 081 451

Dolly, John P. Pittman, Bettie R.
Behaviorally Oriented Programs for Learning Disabled Children.

Note—16p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

*Behavior Change, *Edu-Descriptors—Behavior, *Behavior Change, *Educational Accountability, *Educational Methods, Educational Trends, Elementary Secondary Education, Exceptional Child Research, Individualized Instruction, *Learning Disabilities, Occasional Conditioning Research Parising Operant Conditioning, Research Reviews (Publications)

Considered in the paper are the contributions of behaviorally and accountability based instruction and therapy approaches to the education of learning disabled students. Pointed out in a section on individualized instruction are advantages (such as shared knowledge of learning goals and ease of evaluation) as well as disadvantages (including neglect of the students' affective behavior and undue stress on overt behavior). An honest and open relationship in behavior modification programs between the modifier and those involved in the behavior change process is encouraged. Shortcomings of the traditional "medical model" approach are reviewed and the involved coll model" approach are reviewed, and the impli-cations of such recent trends as B. Bloom's "Mas-tery Learning" model and the attention research of D. Zeaman and B. House are discussed. (CL)

EC 081 452

Educating the Gifted Child: Challenge and Response in the U.S.A.
Pub Date Sep 75

Note—22p.; Paper presented at the World Con-ference on Gifted and Talented (London, En-gland, September 9, 1975) and West Virginia Unit Association of Teacher Educators Annual Conference (Charleston, November 14, 1975) West

November 14, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Creative Ability, Creative Thinking, *Educational Meds, Educational Programs, *Educational Trends, Elementary Secondary Education, Exceptional Child Education, Gifted, Special Education, Student Evaluation, *Talent Identification, Trend Apabeirs Trend Analysis

Considered in the paper are past and current developments in the education of gifted and talented students in the United States. Discussed are the following aspects: identification (including specific evaluations of giftedness, and distinctions between creativity and I.Q.); programing methods and approaches (such as creative problem solving techniques and creative thinking operations); problems of the highly gifted (including confronproneins of the nightly girted (including contron-tations with peers brought on by nonconformity and independence); support for special educa-tional opportunities (such as the establishment of the Office of Education for the Gifted and Talented and the National Leadership Training Institutes); and implications and future directions (including an increase in teacher training programs for the gifted and talented, and the development of technical assistance centers).

ED 117 929

EC 081 453

Lavin, Richard J. And Others

Toward an Improved Regional Delivery System for Special Education Support Services in Mas-sachusetts: Resource Linking System. Concept Paper. Pub Date Aug 75

Note—29p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Concentual Schemes, *Delivery Descriptors—Conceptual Schemes, *Delivery Systems, Exceptional Child Education, *Hancapped Children, Information Dissemination, Information Utilization, Inservice Teacher Education, *Models, Needs Assessment, *Regional Programs, *Special Education, Technical

Proposed is a regional (Northeast) model to stimulate and draw together local and state ser-vices in a Resource Linking System for special education. It is explained that the model would provide the following five functions: appraisal of teachers' training teachers' training needs, management and development of materials, field-based inservice training for teachers and administrators, technical assistance, and information dissemination. Detailed are the four main objectives of the model: (1) to analyze needs assessment data of local educators gathered from regional surveys; (2) to link available national, state, and regional resource systems to local services; (3) to train "peer enablers" (master teachers) to consult with
local teachers or administrators; and (4) to preteachers or administrators; and (4) to provide a resource and knowledge utilization system for replication in other areas. (CL)

EC 081 472 Report of the Comprehensive Service Needs Study.

[Final Report.] Urban Inst., Washington, D.C.

Spons Agency—Rehabilitation Services Adminis-tration (DHEW), Washington, D.C. Office of Human Development. Pub Date 23 Jun 75

Note-871p.; For the executive summary, see EC 081 473; Occasional marginal legibility due to

light print EDRS Price MF-\$1.67 HC-\$46.21 Plus Postage Descriptors-Architectural Barriers, Definitions,

escriptors—Architectural Barriers, Definitions, Demography, Employment, Exceptional Child Research, Exceptional Child Services, *Federal Legislation, Financial Policy, Incidence, *Needs Assessment, Rehabilitation Programs, *Severely Handicapped, Sheltered Workshops, Transportation, *Vocational Rehabilitation

Presented is the report of the comprehensive service needs study for the severely handicapped as authorized by section 130 of the Rehabilitation Act of 1973. Chapters focus on the following Act of 1973. Chapters focus on the following aspects of the study; definitions; the vocational rehabilitation (VR) system; estimates of the severely disabled population not in institutions; VR and the severely handicapped in institutions; VR and the severely disabled; analysis of individuals most severely handicapped who received services at comprehensive medical rehabilitation centers; georgaphic mobility of the handicapped; transportation; employment and labor force participation; tation; employment and labor force participation; social interaction; communication barriers; the social interaction; communication barriers; the mentally ill; the mentally retarded; the blind and visually impaired; the deaf; spinal cord injury, autism, and Hansen's disease; survey of providers of rehabilitation; rehabilitation; facilities and workshops; technology; a benefit/cost analysis of service to severely handicapped accepted for service by VR; other programs assisting the handicapped; disincentives in income transfers; programmatic options for providing services; financial options; summary of major findings; research and demonstrations; and policy interpretations.

ED 117 931 FC 081 473

Comprehensive Needs Study of Individuals with the most Severe Handicaps. Executive Summa-

ry. Urban Inst., Washington, D.C. Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development. Pub Date 10 Jun 75

Note-43p.; For the entire study report, see EC 081 472

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-Architectural Barriers, Definition Demography, Employment, Exceptional Child Research, Exceptional Child Services, *Federal Legislation, Financial Policy, Incidence, *Needs Assessment, Rehabilitation Programs, *Severely Handicapped, Sheltered Workshops, Transportation, *Vocational Rehabilitation

The summary of the comprehensive needs study of individuals with the most severe handicaps presents major findings regarding definitions, incidence, needs, and current services for the severely handicapped. It is explained that information was gathered through data file analysis, client surveys, a review of the literature, and constituency impact assessments. Among findings reviewed are that the total U.S. population with most severe handicaps is 10,067,000; that age plays a crucial role in the impact of a disabling condition; that minimal efforts have been made by local governments to eliminate barriers in public housing and facilities; that transportation needs were second only to vocational placement in perceived need; that low employment rates are related to such factors as capital disincentives and employer discrimination; and that development of a weighted case closure system, redu tion of caseload size and an intensive training program were felt to facilitate serving the severe ly handicapped. Among program and finance options suggested are consumer-run self-help organizations and a special revenue sharing plan. A final section analyzes key policy interpretations and the implications for such services as transportation, employment, health coverage, income maintenance, and consumer involvement. (CL)

ED 117 932

EC 081 484

Stetten, Kenneth J.

Telebook Center for the Blind: Phase 1. Final Re-

Mitre Corp., McLean, Va.

Spons Agency-Library of Congress, Washington,

Report No-MTR-7121

Pub Date Jan 76

Note-121p.; Figures 1 and 2 are marginally legi-

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors-*Blind, Delivery Systems, Demonstration Projects, Exceptional Child Education, stration riojects, Exceptional Cniu Euclation, Handicapped, *Library Services, Media Technology, *Talking Books, *Telephone Communication Systems, Visually Handicapped Identifiers—Final Reports

Reported is the experimental implementation of a new approach, called Telebook, for delivering Talking Book materials via telephone to blind readers. It is explained that the system involves immediate, low cost, electronic delivery of recorded materials in response to individual telephone requests. Evaluation of the system, implemented in the Washington, D.C. metropolitan area, is reported to have been positive, resulting in thejudgment that wider implementation is technically, operationally, and economically feasible. Appended are details on technical design and performance, the Telebook operators' instructions, the reader's catalog, a reader's monthly mailing example, an analysis of operators' records, and results of the readers' survey. (Author/DB)

FL

ED 117 933

FL 003 996

Kurokawa, Shozo Japanese Terms of Address: Some Usages of the First and Second Person Pronouns. Papers in Japanese Linguistics, Vol. 1, No. 2. University of Southern California, Los Angeles.

Dept. of Linguistics. Pub Date Dec 72

Note—12p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

bas Frice MF-30-3 HC-31-6/ Plus Postage escriptors—Dialect Studies, Females, *Japanese, Language Role, Language Styles, Language Usage, Males, *Pronouns, Semantics, Sex Differences, *Sex Role, Social Behavior, Social Discrimination, Social Relations, *Social Structure, Sociolinguistics, *Standard Spoken Descriptors—Dialect

Identifiers—*Address (Speech), Japanese Lin-

guistics Workshop This paper examines the following points: (1) how Japanese personal pronouns are used ac-cording to the speakers' social constraints, and (2) differences between males and females of the same occupational group in their use of personal pronouns. The dialect analyzed is the speech of Japanese faculty members at the University of waii. A speaker of Japanese must evaluate his addresses in terms of a vertical axis of power and a horizontal axis of solidarity and their respective positions before selecting the proper first and second person pronouns. Pronouns may change during a conversation as relationships are discerned. Analysis of the professors' revealed that men frequently use a very informal and intimate first person pronoun with friends or family; women use more polite and less intimate pronouns with their parents than men do. Both men and women used kinship terms ("mommy," "daddy") instead of personal pronouns with their children. In use of second person pronouns, all males used different pronouns depending on their addressee, while 60 percent of women varied their use and 40 percent did not. Kinship terms are often used with siblings and parents, and women use a more formal pronoun ending with family and friends. (CHK)

ED 117 934 FL 004 622

Masciantonio, Rudolph

Criterion Referenced Tests to Accompany "Artes Latinae," Level 1, Book 1. Tentative Edition.
Philadelphia School District, Pa. Office of Cur-

riculum and Instruction. Pub Date 73

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement Tests, Classical Languages, "Criterion Referenced Tests, "Latinguage Instruction, "Language Tests, "Latin, Objective Tests, Secondary Education, Second

Objective Tessis, Secondary Education, Second Language Learning
These tests are designed to measure the achievement of each pupil at the approximate midpoint of each unit in "Artes Latinae," Level 1, Book 1. They were produced in response to the need expressed by many teachers to provide a means of more frequent evaluation of pupil progress. Tests for 13 units are provided. They supplement the unit tests produced to accompany Artes Latinae by the Encyclopedia Britannica Education Corporation, and may also be used as classroom exercises. Test questions, which call for written responses, consist mostly of fill-in-the-blanks, questions to be answered in Latin, descriptions to be made, nouns to be declined, syntactic and morphological changes, and English words with Latin roots to be identified. Nearly all questions and exercises are accompanied by drawings to aid in responding. (SCC)

ED 117 935 FL 004 686

Backus, Robert L.

Ordinal Expressions in Japanese. Papers in Japanese Linguistics, Vol. 2, No. 1.
University of Southern California, Los Angeles.
Dept. of Linguistics.
Pub Date 73

MI

Note—18p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Descriptive Linguistics, *Japanese, Language Usage, Linguistic Theory, *Morphology (Languages), Nominals, Number Concepts, *Numbers, *Number Systems, Se-Concepts, *Num mantics, *Syntax

Identifiers—Cardinal Numbers, Japanese Linguistics Workshop, *Ordinal Numbers
The varied forms and semantic factors of

Japanese ordinal expressions are related to one another in a coherent system. In Japanese, the cardinal number form is a numeral compound in construction with a referent. The numeral compound consists of a number and a numeral adjunct. Numeral adjuncts are derived from bound forms, or numeral suffixes, and free forms, or count nouns. Underlying the behavior of Japanese ordinals is a basic division of two types of sequences: quantitative (open-ended and composed of independent members) and constitutive (closed, with interlocking and interdependent members). The form associated with quantitative sentences consists of a "-me" ordinal modifying by means of the particle "no" a class noun or a noun denoting a container. Numeral adjuncts in quantitative sentences specify four kinds of units: container, partitive, collective, and generic. In constitutive sentences the ordinal affixes "-me, "dai-" and "-banme" are used, where "dai-" ha a more formal connotation than "-me" banme." A number of special conbanme." A number of special constitutive sequences such as standard measures, time units, appellatives, and quasi-appellatives are grouped and explained separately. (CHK)

ED 117 936

Shinoda, Aiko

Classifications of Japanese Speech Levels and Styles. Papers in Japanese Linguistics, Vol. 2,

FL 004 689

University of Southern California, Los Angeles. Dept. of Linguistics.

Pub Date 73

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Descriptive Linguistics, *Japanese, *Language Classification, *Language Styles, *Language Variation, Oral Communication, Speech Skills, *Standard Spoken Usage

Identifiers—Japanese Linguistics Workshop This paper investigates the treatment of Japanese speech levels and styles (known as "-keigo") in previous studies and discusses the problems involved. An attempt is made to reconstruct the classification of speech levels and styles in modern colloquial Japanese. Speech styles change according to age, social status, sex, and the relationship of the speakers. "Keigo" may be classified into three types: the exalted, the hum-ble, and the polite. The writings of several lin-guists on "keigo" are summarized, and they reveal a controversy over treatment of polite or elegant words. The following reconstruction of speech classifications is suggested: Speech consists of two components: level and style. Level has subdivisions of honorific and neutral, while the honorific level is further classified into exalted, humble, and polite. The exalted is used to show a speaker's respect for the action or state of a person in higher status. The humble shows humility with respect to the action or state of the speaker or listener. The polite shows a speaker's decision to speak politely or carefully through his expression on the topic. Each level is further modified by informal or formal style, conveying directly the speaker's evaluation of the listener. (CHK)

ED 117 937 95 FL 004 794

Goldstein, Melvyn C. Modern Literary Tibetan. Occasional Papers of the Wolfenden Society on Tibeto-Burman Lin-

guistics, Vol. 5. Illinois Univ., Urbana, Center for Asian Studies Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau No—BR-9-7766

Pub Date 73

Contract—OEC-0-70-2711 Note-352p.

Available from—Prof. F. K. Lehman, Dept. of Anthropology, University of Illinois, Urbana, Il-linois 61801 (\$5.00 plus \$0.32 postage per copy, checks payable to Wolfenden Society) Document Not Available from EDRS

Descriptors—Autoinstructional Aids, Grammar,
*Instructional Materials, *Language Instruction, Language Styles, Language Usage,
Morphology (Languages), Reading Instruction,
Reading Materials, Second Language Learning,
Standard Spoken Usage, Syntax, *Textbooks,
*Tibages, Sy Standard Spoken Usage, Syntax, *Textbooks, *Tibetan, *Uncommonly Taught Languages, Vocabulary, Written Language

Identifiers-*Modern Literary Tibetan, NDEA

This textbook is designed to teach modern lite rary Tibetan and to serve as a grammar and handbook of standard Tibetan. The development of modern written Tibetan has been so influenced by printed materials from many surrounding Countries that it is vastly different from classical Tibetan. Borrowings of vocabulary, style, and grammar have created a new written form of the language. This volume is designed to be used as a year's course in learning modern literary Tibetan, and may be used as a self-taught course. In Part 1, the basic features of the grammar are introduced, and the ability to apply these to reading passages is developed. Part 1 will give the student a command of the basic morphological and syntactic features of the modern written language and a beginning that the pass of the profession of the pass of the profession of the pass of the profession of the pass of language. This volume is designed to be used as a and a basic vocabulary of 1-2,000 items. Part 2 consists of a series of reading selections from Tibetan, Chinese, Sikkimese, and Bhutanese materials, with translation, vocabulary, and ex-planatory notes. Aspects of Tibetan grammar and style are explained through these writings, which are taken from recent publications on politics, science, arts, news, and history. Interlinear translation is used throughout, along with a fluent English translation. (CHK)

ED 117 938 FL 005 556

Sinha, Chris Walkerdine, V.
Spatial and Temporal Relations in the Linguistic and Cognitive Development of Young Children. Bristol Univ. (England). Inst. of Education.

Pub Date Feb 74
Note—64p.; Not available in hard copy due to marginal legibility of original document; Some pages may not be legible on microfiche Available from—Dr. Chris Singa, School of Edu-

cation Research Unit, University of Bristol, Lyndale House, 19 Berkeley Square, Bristol BS8 1HF, England

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Development, Child Lan-guage, Cognitive Development, Cognitive Processes, Function Words, Kinesthetic Perception, *Language Development,
Research, Linguistic Theory,
Development, Preschool Children, *Psycholinuistics, *Semantics, Sociocultural Patterns, Space Orientation, *Time Perspective

Identifiers—*Piaget (Jean)

This paper reports the findings of an investigation into the development of the use and untion into the everopment of the use and un-derstanding of locative and temporal prepositions in 94 children aged from 18 months to 8 years. The research was carried out as part of the Pro-ject "Language Development in Pre-School Chil-dren," directed by Gordon Wells, at the University of Bristol, School of Education. The research represents an attempt to integrate the theoretical and methodological orientations of linguistic semantics and Piagetian theory in the study of the acquisition of a limited domain of word-meanings. Detailed analyses are presented of particular strategies utilized by children at various ages and stages of development in the comprehension and production of spatial and tem-poral relational terms. It is suggested that such strategies result from specific interactions between the developing systems of language, cog-nition and perception, the overall forms of which are determined by the socio-cultural context of the use of the relational terms. In conclusion, partial critiques are presented of one-sided appli-cations of semantic features theories and Piagetian theory in previous explanations of the acquisition of spatial and temporal relational terms. (Author)

ED 117 939 FL 005 904

Manual of Tape Scripts: Hebrew, Level 2. New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 74 Note-41p.; For related document, see ED 043

Available from-Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 \$1.50, checks payable to Auditor, Board of Education)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Audiolingual Methods, Audiovisual Aids, Curriculum Guides, *Hebrew, Instructional Materials, Language Guides, *Language Instruction, Manuals, *Pattern Drills (Lan-guage), *Phonotape Recordings, Scripts, Secondary Education, *Second Language Learning

The tape scripts in this Hebrew instruction manual are intended to accompany audio tapes prepared for use at level 2 in New York City secondary schools, to present and drill grammati-cal structures. The scripts provide the teacher with a variety of grammar drills; enable the teacher to use the drills with or without tapes; permit review of specific parts of a tape; provide reading practice for previously mastered audiolin-gual material; present a list of practice vocabulary; and provide material to facilitate independent study programs. A table of contents helps to categorize the script in relation to the tapes and pinpoints the language structure to be taught. Each script is organized with syllabus number and topic followed by a list of vocabulary to be introduced. Procedures for script and tape use are suggested. Ten tape scripts follow, focusing on Hebrew verbs. (CHK)

ED 117 940 FL 005 905

Manual of Tape Scripts: French, Level 3. New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 74 Note—52p.; For related documents, see ED 026 922 and ED 034 468

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$1.50, checks payable to Auditor, Board of Education)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Audiolingual Methods, Audiovisual escriptors—Audioningual methods, Audiovisual Aids, Curriculum Guides, *French, Instructional Materials, Language Guides, *Language Instruction, Manuals, *Pattern Drills (Language), *Phonotape Recordings, Scripts, Secondary Education, *Second Language Learning

The tape scripts in this French instruction manual are intended to accompany audio tapes prepared for use at level 3 in New York City secondary schools, to present and drill grammatical structures. The scripts provide the teacher with a variety of grammar drills; enable the teacher to use the drills with or without tapes; permit review of certain parts of a tape; provide reading practice; present a list of practice vocabulary; and provide material to facilitate independent study programs. A table of contents helps to categorize the script in relation to the tapes and pinpoints the language structure to be taught. Each script is organized with syllabus number and topic followed by a list of vocabulary to be introduced. Procedures for script and tape use are suggested. Eighteen tape scripts follow. (CHK)

ED 117 941 FL 005 965 Computer-Based Instruction: A Pedagogical Paradox.

Pub Date 12 Oct 73

Note-7p.; Paper presented at the Annual Meeting of the Washington (State) Association of Foreign Language Teachers (Seattle, Washington, October 12, 1973)

ton, Öctober 12, 1973)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Autoinstructional Aids, College
Language Programs, *Computer Assisted Instruction, Cost Effectiveness, Educational
Technology, Individualized Instruction, *Instructional Media, *Language Instruction, Man
Machine Systems, *Programed Instruction,
Second Language Learning, Teaching
Machines, *Teaching Methods, Time Sharing
Identifiers—PIRATS, Whitworth College
(Washington).

(Washington)

The modern, miniaturized computer as in information processor has radically altered the logic of three commonplaces regarding computer-based learning: (1) that the machine exerts a dehu-manizing effect on the educational process, (2) that computers are too expensive to prove cost-effective in education, and (3) that the computer's facility in reiterating lessons violates the principle of individualization. The specific coumputer-assisted instruction (CAI) system at Whitworth College suggests point-for-point counter-arguments: (1) that careful CAI lesson design can actually enhance the humanization of course material, (2) that time-shared minicomputer systems have dramatically reduced user costs, and (3) that a coumputer-driven lesson sequence can prove to be unique (and thus individualized) each time it is run. The computer therefore can be humane, feasible, and can serve as a semi-intelligent extension of the instructor. The paper includes comments by student users plus a brief discussion of how instructors determine the appropriateness of curricular material for CAI. (Author)

ED 117 942 FL 005 985

Bonney, W. L.

Bonney, W. L.
Pronouns and Variables.
Pub Date [74]
Note—44p.; Not available in hard copy due to marginal legibility of the original document
EDRS Price MF-50.83 Plus Postage. HC Not

Available from EDRS. Available from EDRS.
Descriptors—Deep Structure, Form Classes (Languages), Generative Grammar, *Linguistic Theory, Logic, Nominals, *Pronouns, *Semantics, Sentence Structure, Surface Structure, *Syntax, *Transformation Generative Grammars, *Transformation Generative Grammars, *Transformation (Languages), Transformation

mar, Transformations (Language), Transformation Theory (Language)
Identifiers—*Anaphora, Reflexivization

This paper is concerned with the treatment of anaphoric phenomena in a semantically based transformation grammar. It is argued that account of anaphora in terms of coreference are no better than accounts in terms of identical NPs; instead, it is proposed that a unified account of anaphora. which covers both quantified and unquantified NPs, may be given in terms of identity of bound variables within a system that employs the device of abstraction operators. (Author)

ED 117 943 FL 006 198

Hojo, Michio
Terminal Raising Intentations and Questions in
Japanese: An Inquiry Based on Acoustic.
Phonetic Data.

Pub Date 74 Note-26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Acoustic Phonetics, *Intonation,
*Japanese, Morphology (Languages), Negative
Forms (Language), Phonemics,
*Phonology, *Semantics, Sentence Structure,
Spectrograms, *Suprasegmentals,
Surface

Structure, Syntax Identifiers—*Questions
This article describes phonological and semantic characteristics associated with the surface structure of some Japanese sentence intonations. The aim of the long-term study is to show the place of intonation in the total system of Japanese grammar. This particular part of the study is limited to the group of intonations which are characterized by the "the terminal pitch rising." The prosodic features which are possible correlates of certain grammatical functions were isolated and quantified, using a spectrograph. The samples were provided by four speakers of standard Japanese, with every informant making five recordings of each sample item. A total of eight tic characteristics associated with the surface recordings of each sample item. A total of eight different intonations were identified in the terminal rising group. Direct questions in Japanese, of which there are two types, both terminating with a rising intonation, were used to demonstrate the role of this stype of intonation. The conclusion is that the question in Japanese is a response-eliciting function, specified by a ter-minal rising intonation. The unique logical order between question and answer is attributed to the basic function of intonation. Intonation is primarily tied in with the concurrent statement, and the response which is signaled by the rising intonation refers strictly to the affirmation or negation of that statement. (Author/TL)

ED 117 944 FL 006 311

Greenberg, Joseph H. Numeral Classifiers and Substantival Number: Problems in the Genesis of a Linguistic Type.
Working Papers on Language Universals, No. 9.
Stanford Univ., Calif. Committee on Linguistics. Pub Date 72

Note-39p.; Revised version of a paper presented at the International Congress of Linguistics (11th, Bologna, Italy, 1972)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Classical Languages, Comparative Analysis, *Contrastive Linguistics, Diachronic Linguistics, Grammar, Language Patterns, Lan-

guage Research, Language Typology, *Language Universals, Linguistic Theory, Nominals, Number Concepts, *Numbers, *Number guage Universals, Linguistic Theory, Non Number Concepts, *Numbers, *Ns Systems, Synchronic Linguistics, *Syntax Identifiers—Count Nouns, Mass Nouns

This study is based on a sample of about 100 languages with numeral classifiers. An attempt is made at reconstructing the dynamics of the process by which such systems arise, develop, and decay. Among the hypotheses advanced are the following: (1) numeral classifiers involve the overt expression of one kind of quantification, namely, counting by units; (2) the numeral classi-fier construction is modelled after the measure construction with mass nouns and hence arises in languages with previous mass-count noun distinc-tion; and (3) the classifier in a numeral classifier language has the same function as a singulative does in a language with a collective-singulative distinction. (Author)

ED 117 945 FL 006 349 Robbins, Janet L. Norms of Descriptive Adjective Responses to Com-

Pub Date [73]

Note—71p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
Descriptors—*Adjectives, *Association (Psychological), Association Tests, Cognitive Processes, Form Classes (Languages), Language Patterns, Language Research, Language Usage, Linguistic Performance, *Nominals, *Psycholinguistics, *Semantics, Verbal Stimuli, Vocabulary, Vocabulary Skills Identifiers—*Word Association

This reme gives the sensity of a controlled ay

This paper gives the results of a controlled ex-periment on word association. The purpose was to establish norms of commonality of primary descriptive adjective responses to common nouns. The stimuli consisted of 203 common nouns selected from 10 everyday topics of conversation, approximately 20 from each topic. There were 350 subjects, 50% male, 50% female, selected from various regions in the United States and stratified into three age groups: 15-22, 51-65, and 66 and older. The norms of commality were established by counting every identical repetition of noun-adjective pairs. Two tables give: (1) the index of common nouns used as stimuli in the experiment; and (2) the norms of descriptive adjective responses to common nouns, including the number of repetitions for each adjective. The identical response pairs with the largest numbers, such as 170 for winter-cold and 107 for circleround, are considered of significant interest. (TL)

Jones, R. B.

Southeast Asian Languages - High Priority Materials Development Needs. Working Paper. Pub Date Oct 74

Note-26p.; Paper presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities fot the 70's (Columbia, Maryland, Sept. 29-Oct. 2, 1974); Occasional marginal legibility EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Burmese, Cambodian, Dictionaries, Indonesian, *Instruction Lao, Malay, *Material Development, Research Needs, *Resource Materials, Tagalog, Thai, *Uncommonly Taught Languages, Victnamese Identifiers—*Noglected Languages Materials Conference 1974, Southeast Asian Languages The material development needs for the

The material development needs for the Southeast Asian languages are analyzed as fol-lows: (1) both student and reference grammars must be produced: (2) student and reference English-Foreign Language dictionaries are needed; (3) research is needed in sociolinguistics, semantic analyses, linguistic surveys; (4) elementary, in-termediate and advanced teaching materials are lacking in primary and secondary languages; and (5) teaching facilities and centers for the study of these languages are lacking. A report from the conference held in 1959 at the American Council of Learned Societies is also furnished here, with its determination of needs and recommendations for research. Requirements included basic lantor research. Requirements included waste tan-guage courses, graded readers, reference gram-mars, orthographic systems, student dictionaries, instructional tapes, area handbooks and other resources. General recommendations for programs to develop neglected languages were outlined, and specific needs for Burmese languages, Thai, Lao, Cambodian, Vietnamese, Indonesian languages and Tagalog were detailed. (CHK)

ED 117 947

FL 006 890

McCoy, John Materials for the Study of Chinese.

Pub Date 74

Note-12p.; Paper presented at the Conference on Material Development Needs in the Uncon monly Taught Languages: Priorities for the 70's (Columbia, Maryland, Sept. 29-Oct. 2, 1974) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Chinese, Chinese Culture, College Language Programs, Dictionaries, Higher Edu-Language Programs, Dictionaries, Inglies cation, Instructional Materials, *Language Instruction, Language Programs, Development, Phonotape Recordings, *Material Development, Phonotape Recordings, *Reading Materials, Textbook Content, Textbook Evaluation, Textbook Preparation, Textbooks, *Uncommonly Taught Languages, Vocabulary Identifiers - *Neglected Languages Materials Conference 1974 Conference 1974

This article surveys the teaching materials available in the United States for teaching Chinese at the college level. Suggestions are made for the improvement of existing materials and for the development of new ones. The main problems associated with the production and usefulness of language materials are that: (1) languages change through time and therefore materials are quickly out of date; (2) teachers and students vary in goals, temperament, and techniques; and (3) language pedagogy theories are constantly evolving. In addition, intensive courses create a qualitative difference in the need for materials. Academic intensive courses, unlike those offered in the government, must be targeted equally toward speaking and reading. The majority of the students in academic courses are preparing for higher-level research, for which they require reading proficiency in the language. In view of this, although all currently available Chinese materials could stand improvement and updating, reworking priorities should be for materials in the reading phase: (1) introductory general readers, and (2) intermediate short-form character texts especially on culture in Mainland China and updated newspaper readers. The available dictiona ries seem to be adequate, but a periodic newsletter would be useful for continually updating the rapidly fluctuating political vocabulary. Recommendations are also made concerning spoken Chinese texts and taped materials. (TL)

ED 117 948

ΜI

FL 007 030

Masciantonio, Rudolph Muses of the Greco-Roman Cultures, A Curriculum Resource on Music in Classical Antiquity. Tentative Edition. Philadelphia School District, Pa. Office of Cur-

riculum and Instruction. Pub Date 74

Note—40p.; Occasional light print EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Classical Languages, Classical Literature, *Cultural Education, *Curriculum Guides, Dance, *Greek, High School Curricu-

lum, Interdisciplinary Approach, Language Instruction, *Latin, Legends, *Music, Mythology, Poetry, Resource Materials, Secondary Educa-

This publication is designed to help teachers introduce pupils to the role of music, dance, and poetry in the civilization and culture of the Ancient Greeks and Romans. It may be used as an interdisciplinary course for secondary school pupils or to expand curricular offerings in Latin and Greek. Focusing on the pervasive influence of music within these cultures, examples of ancient music, descriptions of dances performed and ex-cerpts of classical literature are all included. Unit I gives background information to the teacher regarding the study of music as part of Greek and Roman education and the attitudes toward music in those cultures. Names for musical instruments and drawings of them, Latin songs, music and lyrics, the place of music in mythology, and the dance in the ancient world are all discussed in the remaining four Units. A bibliography for teachers, musical versions of Horace's "Odes," ano a form for evaluating the guide are also included (SCC)

FL 007 031

Masciantonio, Rudolph Teacher's Guide to the Nature Method Latin Course. Tentative Edition.

Philadelphia School District, Pa. Office of Curriculum and Instruction. Pub Date 74

-127p.; For related document, see ED 044971; Occasional Marginal legibility EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors-Audiolingual Skills, Classical Lanescriptors—Audiolingual Skills, Classical Languages, Course Content, Curriculum Guides, High School Curriculum, *Language Instruction, Language Skills, *Latin, *Lesson Plans, *Pattern Drills (Language), Secondary Education, Second Language Learning, Substitution Drills, *Teaching Guides, Teaching Methods, Vacabulary Vocabulary

The guide is designed to assist teachers at the secondary level in using "Lingua Latina Secundum Naturae Rationem Explicata," the Nature Method Institute's Latin series. Particular emphasis is placed on the early chapters of the course. Abundant materials in the form of pattern practices and mimicry drills are given as supplementary material for the book's first four There is also a unit on Latin songs and one on holiday materials (recipes and song translations). Each chapter also has cultural content. A form for evaluating the guide is included. It is sug-gested that the initial presentations be aural-oral with the students' books closed, followed by pattern practices, then an explanation of the gram-mar in Latin accompanied by simple Latin questions, written pattern practices, and finally one section assigned as homework or written classwork and another on English derivatives of Latin lexical items to be done orally and then in written form. It is suggested that a workbook be set up to keep a record of these derivatives.

ED 117 950 FL 007 083

Masciantonio, Rudolph

Mascianionio, Rudonpi Teacher's Guide to Accompany the Cambridge Latin Course. Tentative Edition. Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 76

Note—49p.; Occasional light print EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors-Audiovisual Aids, Bibliographies,

Classical Languages, Classroom Games, Course Content, *Curriculum Guides, High School Curriculum, *Language Instruction, Language Skills, *Latin, Learning Activities, Resource Materials, Secondary Education, Second Language Learning, *Teaching Guides, Teaching Methods, Vocabulary This guide is designed to assist teachers using

the "Cambridge Latin Course," a multimedia instructional system developed in the United Kingdom which can be adapted to the needs of pupils of varying backgrounds, ages, and abilities. The Guide focuses on Unit I, the first level of the Cambridge materials. The materials are especially suited to beginning learners of Latin in grades 7 and 8, but they may also be used with beginners in grades 9-12. The general approach to each stage in Unit I is as follows; (1) aural-oral presentation, using model sentences with visual cues and tape recording: (2) reading and writing, which involve reading aloud and little use of translation; (3) presentation of English derivatives and cognates, involving word games; (4) additional reading and writing, again with the use of visual cues and audio tape; (5) presentation of material on culture with the use of a variety of audiovisual aids, quizzes and written games; and (6) evaluation of pupil progress at the end of each stage. The major portion of the guide con-sists of curriculum and teaching suggestions for each stage in Unit I, specifically Latin questions, activities, derivatives and cognates, and word games. Two appendices conclude the guide: a bibliography for teacher reference and a summary of recent research on the value of Latin in up-grading the basic skills of ppils. A form for evaluating the guide is also included. (SCC)

ED 117 951

Giauque, Gerald S. French Phonics for Americans. Pub Date Jan 76 Note-47p.

Available from-Dr. Gerald S. Giauque, Depart-

Available from—Dr. Gerald S. Giauque, Department of Modern Languages, Georgia Institute of Technology, Atlanta, Georgia 30332 (HC \$1.75, Tapes \$4.00)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*French, Instructional Materials, Interference (Language Learning), Language Instruction, Language Skills, Phonetics, *Phonics, Prounciation, *Second Language Learning, Speech Skills, Teaching Methods, *Textbooks
This is the first phonetics book to be developed

This is the first phonetics book to be developed for use in first-year French courses. The intent of the book is to help the student acquire confidence in his ability to look at 85 percent of the words in the French dictionary and be able to pronounce those words correctly, as a result of his sounding out the words. When an American student looks at a foreign word, he may associate it with letters or groups of letters in the American phonic system. After an individual has learned to read (i.e. to associate sounds with symbols), he has difficulty understanding that a letter has a dif-ferent sound in another language. This becomes evident when a language teacher pronounces a foreign word, and the student displays lack of comprehension until the word is presented to him visual form. A concentrated comparative study of the sound-symbol correlatives in both the mother tongue and the target language makes the student aware of the similarities and differences of the sound systems of the two languages. The approach described is a systematic effort to associate the distinctively French sound with the printed letters. (Author/CLK)

ED 117 952

FL 007 179

Mackay, Ronald Languages for Special Purposes.
Autonomous Metropolitan Univ., Mexico City (Mexico).

Pub Date 75 Note-11p.

from-Universidad Autonoma Metropolitana, Blvd. Manuel Avila Camacho

90, Naucalpan, Mexico. Apdo. Postal 325, Mexico I, D.F. (free of charge) Journal Cit – Edutec; n3 p24-33 Apr 1975 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-S0.83 HC-\$1.67 Plus Postage
Descriptors—Adult Learning, Adult Students,
Course Content, Curriculum Design, Curriculum Development, Definitions, *Language Instruction, *Language Programs, *Languages for
Special Purposes, Language Usage, Material
Development, *Modern Language Curriculum,
Organization, Professional Education, *Program Planning, Second Language Learning
The aim of this article is to explain what the
term "languages for special purposes" means and

term "languages for special purposes" means and what it does not mean, to outline the rationale for such a branch of language teaching and to indeate some of the problems it poses for syllabus planners and course designers. Four principal types of problems and considerations are identified and discussed: sociological, linguistic, psychological, and pedagogic. Spanish and English versions of the article are printed side by side. (Author/TL)

ED 117 953

FL 007 180

Payne, Richard M.
"Universal" Textbooks and English for Special Purposes.

Autonomous Metropolitan Univ., Mexico City (Mexico).

Pub Date 75

Note-7p. Available from-Universidad Autonoma Metropolitana, Blvd. Manuel Avila Camacho 90, Naucalpan, Mexico. Apdo. Postal 325, Mexico I, D.F. (free of charge) Journal Cit. Edutee; n6 p30-35 Jul 1975 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-English (Second Language), glish for Special Purposes, Instructional Materials, Language Instruction, Language Teachers, *Material Development, *Teacher Developed Materials, Textbook Content, Textbook Evaluation, *Textbook Selection

This article points out the difficulties teachers have in selecting suitable materials for teaching largish for special purposes. Universal textbooks, designed to suit all possible situations, are not specific enough. The article proposes ways in which a broader spectrum of materials might be obtained: (1) by producing textbooks with op-tional components, or (2) by producing a number

of specialized textbooks. In the meantime, however, universal textbooks prevail, especially in developing countries, and the teacher is therefore burdened with the extra task of adapting these textbooks to specific situations. Suggestions are made for an approach to adaptation, and an example of an adapted lesson is given. Spanish and English versions of the article are printed side by side. (TL)

ED 117 954

FL 007 276

Prokop, Manfred

A Method for True Sequential Processing of Ver-bal Interaction Analysis Data.

Note—11p.

Journal Cit—Classroom Interaction Newsletter; n10 p45-49 1974 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Behavior Patterns, *Classroom Obescriptors—benavior ratterns, "Classroom Ob-servation Techniques, Computational Lin-guistics, Computer Programs, "Interaction Process Analysis, "Language Instruction, Research Methodology, "Second Language Learning, Student Teacher Relationship, "Verbal Communication Identifiers—Matrix

Analysis, *Sequential Processing

This paper describes a method to extract, by computer, maximum amounts of sequential infor-mation on pattern frequencies underlying verbal interactions in the foreign language classroom. For this purpose, an observation instrument was developed which was expected to allow the study of the structure of the interaction process; it was hypothesized that such interaction would move with a certain cyclical regularity and that sequen-

tial patterns of verbal behavior would be obtained which, in descending order of occurrence, would characterize dominant interactions. A computer program was written which, following certain conditions, segments the total interaction process into strings, lifts out embedded patterns, and or-ders them into groups of recurrent patterns. Examples are presented to show that sequential processing provides much more meaningful information on a classroom interaction than could hitherto be obtained from matrix analysis. The implications of research in this area for foreign

language teaching are briefly discussed. (Author)

Klann, Gisela Aspekte und Probleme der linguistischen Analyse schichtenspezifischen Sprachgebrauchs. Studien und Berichte 31 (Aspects and Problems of the Linguistic Analysis of Language Usage Within Specific Social Levels. Studies and Reports No.

31). Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany). Pub Date 75

Note-306p.; In German

Available from—Ernst Klett Verlag, Rotebuehlstr. 77, 7000 Stuttgart 1, West Germany (DM23) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Available from EDRS.

Descriptors—Child Language, *Generative Grammar, German, Grammar, Language Patterns, Language Role, *Language Usage, Language Variation, Linguistic Theory, Semantics, *Social Dialects, Social Environment, Social Factors Estated Leftiers Sessionates for Section 1 tors, Social Influences, Socioeconomic Status, *Sociolinguistics, *Syntax, Transformation Generative Grammar

Identifiers-*Bernstein (Basil)

This is a study of linguistic variability among social levels in West Germany and of the problems associated with doing such an analysis. The data, ordered according to sex and social levels, were collected from young children retelling narratives heard on tapes. The report represents a comprehensive study of the chil-dren's syntactic performance and language usage. The discussion is within the transformational-generative framework and the classification of the syntactic patterns is based essentially on Chomsky. There are five chapters: (1) introduction to the investigation; (2) discussion of the adequacy of generative grammar and the assumptions taken by such a model in describing and interpreting linguistic phenomena; (3) description of the methodology used for collecting the data and for its analysis; (4) presentation of the results of the study, which are subsequently tabulated in the appendix; and (5) discussion of language usage forms resulting from socially induced behavior strategies specific to social levels--Bernstein's concept of verbal planning. (TL)

FL 007 317

A Review of Problems for Research into Bilingual-ism and Allied Topics. Pamphlet No. 1. Wales Univ., Aberystwyth. Univ. Coll. of Wales. Pub Date 53

Note-17p.; For related document, see FL 007

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Bilingual Education, Bilingualism, escriptors—Dimigual Coucation, Jonaphas Bilingual Schools, Bilingual Students, Educational Objectives, Language Attitudes, Language Research, Language Tests, Material Development, Research Coordinating Units, *Research Needs, *Research Tools, Standardized Tests, Student Placement, Test Construction, *Welsh Identifiers-*Wales

The Faculty of Education of the University College of Wales is responsible for the initiation and coordination of research on the bilingual situation of Wales. This pamphlet outlines a program of work for this research. It is intended to show the individual researcher the overall aims and problems of the program and to suggest specific research topics. The introduction is divided into the following sections: (1) reasons for the research program; (2) the scope of research work; (3) need for realistic, rather than academic, to be researched; (4) special educational problems in a "mixed language" area; (5) total proteins in a mixet language area, (3) assandardized tests of intelligence and attainment and quantitative measures of Welsh linguistic background; (6) order of priority; and (7) research by groups of teachers. The main areas of investigation for the program have been divided into three: (1) the development of tools, for a reliable investigation, e.g., standardized language and intelligence tests; (2) the undertaking of studies using the tools to assess relationships between Welsh linguistic background and educa-tional attainment, assess efficiency of alternate methods of language teaching, and survey general attitudes toward the bilingual situation; and (3) the initiation of projects connected with material development, student placement, national education objectives, reading surveys, and school conditions. (TL)

ED 117 957 FL 007 318

Rees, M. E. Gwenda A Welsh Linguistic Background Scale. Pamphlet No. 2. Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Note-19p.; For related document, see FL 007 317

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bilingualism, *Bilingual Students, *Family Background, Job Placement, Language Proficiency, *Language Tests, Measurement In-struments, Standardized Tests, *Student Placement, Student Testing, Testing Programs, Test Reliability, Test Validity, *Welsh Identifiers—*Wales, Welsh Linguistic

Background Scale

This pamphlet outlines an attempt to provide an instrument by which the linguistic background of Welsh children can be measured. In a group of Welsh-speaking children there are different degrees of Welshness, and it is essential, for educational purposes, that the degrees of Welsh linguistic background be estimated. The two versions of the Welsh Linguistic Background Scale, one in English and one in Welsh, are included, and instructions for their administration are given both in English and Welsh. Instructions for scor-ing follow. The validity and reliability of the scale have been tested and confirmed. The results from such tests would aid in student placement, later in job placement, and in the standardization of intelligence and attainment tests. Apart from its use as a necessary tool for research, the scale is recommended as a practical guide for teachers and others who are concerned with school or-ganization. (Author/TL)

ED 117 958

Pinsent. A. The Construction and Use of Standardised Tests of Intelligence and Attainment. Pamphlet No. 3. Wales Univ., Aberystwyth. Univ. Coll. of Wales. Pub Date [60] Note-53p

FL 007 319

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Achievement Tests, Aptitude Tests,
*Bilingual Education, Educational Policy, English, Intelligence Quotient, Intelligence Tests,
Measurement Instruments, *Secondary Education, *Standardized Tests, *Test Construction,
Test Results, Tests, *Welsh
Identifiers—*Wales
The British Education Act of 1944 stimulated

Identitiers—"Wates

The British Education Act of 1944 stipulated that instruction and training be offered according to the ages, abilities, and aptitudes of pupils. One specific problem concerned the entry to secondary schools of pupils from a variety of primary schools. The resulting problem of determining the different aptitudes and abilities has been partially offerent aptitudes and abilities has been partially solved by the use of standardized tests. This pamphlet is designed to provide a brief introduction to the methods of constructing and using standardized tests, and to discuss special difficulties encountered in the construction and use of standardized tests in Wales, a mixed language area. Specifically discussed are the various kinds of standardized tests, what is meant by stan-dardization, what such tests determine, the choice of tests, comparison of the results of various tests, and the concepts of mental age, attainment ages and quotients. (CLK)

ED 117 959

FL 007 320

Morgan, E. R. ilingualism and Non-Verbal Intelligence: A Study of Test Results. Pamphlet No. 4.

Wales Univ., Aberystwyth. Univ. Coll. of Wales. Pub Date 57

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Bilingual Education, Bilingualism, *Bilingual Students, Cognitive Development, Cognitive Tests, Cultural Background, Educa-tional Policy, *Intelligence Tests, Mental Development, Nonverbal Ability, *Nonverbal Tests, Socioeconomic Background, *Test Bias,

Test Results, *Welsh Identifiers—Daniels Figure Reasoning Test, NFER Test 2, Ravens Progressive Matrices, *Wales, Welsh Linguistic Background Scale

This report discusses the relationship between ngualism and mental development of bilingual billinguaism and mental development of billinguaism and children. After a review of the relevant literature, a specific study is described. The linguistic background of 648 children from 29 schools, age 10 through 12 inclusive, was measured with the Welsh Linguistic Background Scale. General intelligence was assessed with three nonverbal tests: Raven's Progressive Matrices, Daniel's Figure Raven's Progressive Matrices, Daniel's Figure Reasoning Test and the Non-Verbal Test No. 2 of the National Foundation for Educational Research. Objectives were to: (1) determine which of the nonverbal tests was the most inde-pendent of linguistic background and hence most suitable for intelligence testing in mixed language areas, and (2) describe the relationship between linguistic background and test scores. Conclu-sions are that: (1) none of the tests used is completely suitable for evaluating Welsh-speaking children if the results are to be compared with those of English-speaking children; (2) Welshdominant bilingual children scored consistently lower than English-dominant children; (3) a correlation exists between test performance and degree of bilingualism; (4) the location of a community accentuates the influence of bilingualism; (5) occupational levels and socioeconomic status must be considered when interpreting test scores; and (6) Raven's Progressive Matrices is the most independent test. (CLK)

ED 117 960

FL 007 321

Brace, J. L. A Welsh Word Recognition Test. Pamphlet No. 5. Wales Univ., Aberystwyth. Univ. Coll. of Wales. Pub Date 57

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bilingual Education, Bilingualism, *Bilingual Students, Educational Policy, Lan-"Bilingual Students, Educational Policy, Lan-guage Skills, "Language Tests, Reading Ability, Reading Skills, Standardized Tests, "Test Con-struction, Testing, Test Reliability, "Welsh, "Word Recognition Identifiers—"Wales

This pamphlet discusses the need for reliable standardized tests for the selection and classification of Welsh-dominant students in Wales and for tion of weish-dominant students in wares and for the evaluation of their language skills. Because of the correlation in performance, the standardized word-recognition test described here applies to predominantly Welsh-background individuals and not to populations with intermediate degrees of bilingual background. Specifically discussed are: (1) the foundations of reading ability, (2) standardizing the test, (3) the population be tested, (4) the uses of the test, (5) test reliability, (6) test administration procedures and (7) the calculation of reading age. A sample test and sample scoring sheet are provided. (CLK)

ED 117 961

FL 007 322

Jones, O. G. Teaching Welsh as a Second Language: A Bibliog-

raphy, Pamphlet No. 11.
Wales Univ., Aberystwyth. Univ. Coll. of Wales.
Pub Date 62

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Annotated Bibliographies, C

room Materials, Curriculum Guides, Dictiona-ries, Grammar, *Instructional Materials, *Language Instruction, Reading Materials, Reference Materials, Resource Materials, *Second Language Learning, Teaching Guides, Teaching Methods, Textbooks, *Welsh, Word

Identifiers-*Wales

This bibliography lists 136 items which may be useful to anyone teaching or taking Welsh as a second language. Each entry includes the usual bibliographic information, some include annotations, and some are accompanied by quotations from reviews. About half the titles are in English, and the other half in Welsh. The annotations and quotations are also partly in English and partly in Welsh. The items listed include: (1) instructional materials for all levels, including self-instructional material: teaching guides, curriculum guides, course outlines, workbooks, spelling books, translations, and some literature to be used in the classroom; (2) dictionaries, vocabulary lists, and grammars; and (3) works about the grammar of Welsh, the history of Welsh, second language teaching methodology, and the place of Welsh in the school system of Wales. (TL)

ED 117 962

FL 007 323

Williams Ina Tudno

Adults Learning Welsh (A Study in Motivation). Pamphlet No. 13.

Wales Univ., Aberystwyth. Univ. Coll. of Wales. Pub Date 65

Note-29p.; In Welsh

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-Adult Learning, *Adult Students, Descriptors—Adult Learning, "Adult Students, 'filingualism, "Course Content, Language In-struction, Language Role, Language Usage, "Learning Motivation, News Media, "Second Language Learning, Social Factors, Student Motivation, Television Viewing, Verbal Com-munication, Vocabulary, "Welsh Identifiers—"Wales

MI

This pamphlet is a report of a study of motiva-tion among adults learning Welsh in Wales. It is claimed that the situations in which a language is likely to be used and the linguistic aim of the learners should be taken into consideration when the nature of the vocabulary to be included in a second language course is determined. Recent research work in vocabulary selection for second-language learning in France, Canada, and Ireland is reviewed. The study aimed at discovering, by means of a questionnaire issued to 113 classes of adults learning Welsh, the purpose for which the language was being learned and the situations in which the newly acquired command of the language is most likely to be used. It was found that the most frequently mentioned reasons were concerned with a desire to be able to follow news and other programs on television in Welsh and to be able to participate in social intercourse through the medium of the language. It is recommended that the planners of courses in Welsh as a second language for adults pay special attention to the vocabulary needed for understanding television news bulletins and for understanding and participating in everyday conversations among Welsh-speaking friends. (Author/TL)

ED 117 963 FL 007 336

Ryan, Ellen Bouchard Collins, Carol The Role of Question-Answer Interactions in Language Development. Pub Date 75

Pub Date 75
Note—8p.; Paper presented at the Conference of
the Midwest Modern Language Association
(Chicago, Illinois, November 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Child Language, Cognitive Ability, Cognitive Development, Cognitive Processes, Cultural Context, *Language Development, Language Learning Levels, Language Usage, Linguistic Competence, Linguistic Performance, Psycholinguistics, *Question Answer Interviews, *Social Environment, *Syntax Identifers.*Question*

Interviews, *Social Environment, *Syntax Identifiers—*Questions Question-answer interactions were chosen as an effective means of investigating the effect of the linguistic environment on language development. Research was reviewed indicating that the imreviewed including that the improvement in question and answer performance of a maturing child is based on the advancement of both his linguistic and cognitive abilities and that the adult systematically accomodates his speech with a child to those abilities. A categorization scheme was devised for the ranking of question types according to their cognitive and syntactic complexity and for the rating of anand syntactic complexity and for the rating of answers according to their appropriateness and syntactic level. It is proposed that detailed analyses of a variety of adult-child question-answer interactions should provide important information concerning the theoretical role of adult accommodation to the child's level as well as principles leading to new language training techniques. (Author)

ED 117 964 FL 007 350 Bilingual Education: Quality Education for All Children. Annual Report, National Advisory Council on Bilingual Education

National Advisory Council on Bilingual Educa-tion, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C. Pub Date 1 Nov 75

Contract-400-76-0016

Note-87p.; Occasional light print; one table is of marginal reproducibility because of small print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Biculturalism, *Bilingual Education, Bilingual Schools, *Bilingual Students, Educa-tional Legislation, *Educational Policy, *Federal Legislation, *Language Programs, anguage Tests

This is the first annual report of the National Advisory Council on Bilingual Education summarizing the condition of bilingual education in the U.S. and the administration and operation of VII. The Council recomends, in summary: (1) that communication among groups in bilingual-multicultural education be continuous; (2) gual-multicultural education be continuous; (2) that states be assisted in developing bilingual programs; (3) that testing for bilingual students be developed; (4) that cross-cultural orientation to a target group be recognised in bilingual programs; (5) that funding be increased; and (6) that bilingual-multicultural education be promoted as quality education for all students. The recomendations of a multifed in the transport with execution dations are amplified in the report with specifics of implementation and administration. A legislaof implementation and administration. A legisla-tive statement of purpose and defination sum-marizes the passage of the Elementary and Secondary Education Act of 1965 and sub-sequent amendements. The history and develop-ment of the National Advisory Council from 1974 onward is detailed, followed be the 1974 recomendations of the Council. Extensive statistics on the number of non-English-speaking children and their educational failure support the children and their educational failure support the need for bilingual-multicultural programs. Federal and state programs in bilingual education are detailed, and the activities and future plans of the National Advisory Council noted. (CHK)

Burt, Marina K., Ed. Dulay, Heidi C., Ed. On TESOL '75; New Directions in Second Lan-

guage Learning, Teaching and Bilingual Educa-tion. Selected Papers from the Annual TESOL Convention (9th, Los Angeles, CA, March 4-9,

Teachers of English to Speakers of Other Lan-

Note—298p.; For related documents, see ED 103 882, ED 103 912, ED 105 508, ED 105 750. ED 107 144, and ED 107 156. The papers represented by these numbers have been removed from this volume and are not included

in the pagination

Available from—TESOL, 455 Nevils Building,
Georgetown University, Washington, D.C. Georgetown 20057 (\$6.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bilingual Education, Classroom Communication, Classroom Games, Creative Writing, Dialects, *English (Second Language), Writing, Dialects, *English (Second Language), Grammar, Language Development, *Language Instruction, Language Planning, Language Skills, Language Tests, Newspapers, Nonverbal Communication, Numbers, Reading Instruction, Reading Skills, *Second Language Learning, Sociolinguistics, Spanish Speaking, Syntax, *Teaching Methods, Television Commercials, Writing Skills

This volume consists of 35 papers divided into the following 12 sections: (1) organizational pol-icy: a dialogue between TESOL and bilingual education--two papers on compatibility and cooperation; (2) second language acquisition--six papers dealing with language learning and teaching, effect of background on learning, order of acquisition, overgeneralization, error analysis nd some future trends; (3) research on teach behavior and curriculum--two papers dealing with delayed oral practice and teachers' treatment of error; (4) two papers on bilingual education: issues in program planning; (5) regional dialects in bilingual education and ESOL--three papers dealing with the speech of Spanish-speaking Americans, language contact and dialect; (6) two papers on nonverbal communication in the classroom; (7) human relations, affect, and communicative competence--four papers on developing communicative competence through humanism and group work; (8) general ESOL teaching techniques--four papers about communicative starters, games, mini-lessons and television com-mercials; (9) teaching specific aspects of English-two papers on numbers and passive voice at beginning levels; (10) teaching writing skillsthree papers on composition courses, sentence combining and collective storywriting; (11) teaching reading skills--three papers on advanced reading, teaching of literature and reading the news; and (12) new developments in testing--two papers on intercultural acceptance and the cloze procedure. The cross-referenced ED numbers, above, refer to papers from this collection al-ready in the ERIC system. (TL)

ED 117 966

FL 007 393

Holden, Lynn

An Experiment with Bilingualism. lberta Teachers Association, Modern Language Council. Edmonton.

Note—8p.; Reprint from Ottawa Bulletin des An-ciens-Alumni News; v24 n4 Dec 1974 Journal Cit—Alberta Modern Language Journal; v14 n1 p17-23 Fall 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Biculturalism, *Bilingual Education,

Bilingualism, *Educational Policy, Elementary Secondary Education, English, *French, Kin-dergarten, Language Instruction, Language Programs, Language Skills, *Program Descrip-tions, Program Effectiveness, *Second Lan-guage Learning, Social Attitudes

Identifiers—Canada (Montreal), Immersion Programs, *Saint Lambert Experiment
This article discusses the history of the St. Lambert bilingual education experiment in Mon-treal, Canada, and bilingual education in general. The experimental project was begun because parents did not feel that the traditional language classes were successful in teaching their children French. The belief that native language skills would suffer, and simple resistance to French, delayed the implementation of an immersion program at the kidergarten level. It had marked success: academic achievement, mother tongue competency, and other areas of intellectual development were not hampered. By grade 7, children who had begun in the program not only performed better than peers who had been through English-only programs in vocabulary tests, read-ing, spelling, and language skills, but also per-formed at or above the level of their French-Canadian peers in most tests of French language skills. Attitudes towards French-Canadians also improved, as well as general thinking skills, as a result of the bilingual program. Reasons for the program are outlined, including criteria for program-participant selection. The St. Lambert project is compared to other bilingual projects, and the present Consuling lampane, estuation is the present Canadian language situation is discussed. (CLK)

Rado, Marta, Ed.

Bilingual Education. Papers Presented at the Language Teaching Conference (3rd, La Trobe University, May 3-4, 1974).

La Trobe Univ., Bundoora (Australia). Centre for the Study of Teaching and Human Interaction. Pub Date 74 Note-184p.

Available from-Centre for the Study of Teaching and Human Interaction, School of Education, La Trobe University, Bundoora, Victoria, 3083, Australia (HC \$3.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage Descriptors—*Bilingual Education, *Bilingualism, Community Involvement, Conference Reports, *Educational Policy, *Immigrants, Instructional Materials, Language Programs, Language Variation, Multilingualism, Program Design, Program Evaluation, *Sociolinguistics

Identifiers-*Australia The conference was held to alert teachers and other interested persons to the complexities of linguistic diversity in Australia, with attention focused on the immigrant child. This report includes the individual conference papers, presented by Marta Rado, Bert Townsend, Michael Clyne, Alan Matheson, and Rede Lar, and the comments of symposium and forum participants. The implications of bilingualism and biculturalism are analyzed from the standpoint of language development, language contact, social integration, social mobility, and communication interference. Principals and teachers elaborate on the practical problems encountered in schools with a high degree of immigrant intake. The Multilingual Project, a form of bilingual education developed at La Trobe University, is discussed by school staff who had direct experience with the materials, and its theoretical foundations are described. English-speaking teachers can par-ticipate in this program with the help of bilingual pupils, parents, or other assistants. Materials are student-centered, with emphasis on conceptual development. Learners may study in the language of their preference. Project materials are produced in parallel forms of English and immigrant languages, and the units are suitable for independent or small group study. (Author/CLK)

ED 117 968

FL 007 407

Trammell, Robert L.
On the Psychological Reality of Underlying Phonological Representations. Pub Date 6 Nov 75

Note-15p.; Paper presented at the SAMLA Conference (Atlanta, Georgia, November 6,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cognitive Processes, English,
*Generative Phonology, Language Research,
*Linguistic Competence, Linguistic Performance, Linguistic Theory, *Native Speakers,
Phonetics, Phonology,
*Psycholinguistics, *Stress (Phonology), Suprasegmentals, Syllables, Vowels In "The Sound Pattern of English," Chomsky

and Halle maintain that the phonetic representation of most words can be generated from underlying forms and a small set of rules. Since these underlying forms are frequently close to the traditional spelling, we may hypothesize that literate native speakers share comparable internalized rules which enable them to agree on the pronunciation of new words. Twenty subjects were asked to pronounce 30 little-known English words. Because Chomsky and Halle's rules are based in part on learned Latinate vocabulary, the words were evenly divided between those entering En-glish from Latin Greek, and Germanic sources to test for differences in performance relative to word origin. While the subjects averaged 81 per-cent agreement on stress assignment, the number of segmentally distinct responses ranged from one to ten per test word with an overall average of five. On the other hand, a majority of the subjects agreed in their pronunciation of 21 of the 30 words. The subjects demonstrated even more agreement in their interpretation of vowel graphemes under the same conditions of stress and syllable type. Chomsky and Halle's system reflects a fair degree of psychological reality, but it exceeds our competence on many points. (Author/CLK)

ED 117 969 FL 007 408

DeFrancis, John Sociolinguistic Aspects of Chinese Language-Teaching Materials. Pub Date 28 Nov 75

Note—16p.; Paper presented at the Chinese Lan-guage Teachers Association Meeting (Washing-ton, D.C., November 28, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Chinese, Contrastive Linguistics, Cultural Awareness, Instructional Materials, *Language Instruction, Language Patterns, Language Usage, *Language Variation, *Material Development, Political Influences, Second Language Learning, *Sociolinguistics, Textbooks Identifiers—*China

Because of the language changes that have taken place in the People's Republic of China since 1949, Chinese can be seen as a language di-vided between the pre-1949 varieties and the post-1949 ones. What is taught in the United States does not reflect the current Chinese situation, partly because most of the native language rs in the United States left China in 1949. The chages that have taken place in the language of the People's Republic, which include phonological, lexical, and syntactical elements, as well as situational ones, must be taken into account in language instruction. A student of Chinese should acquire linguistic and sociolinguistic competence and an awareness of both the pre-1949 and the post-1949 varieties of Chinese. Therefore, Chinese language teaching materials need to deal with the sociolinguistic variants. This can be done by providing existing texts with sup-plementary materials that make use of a con-trastive approach to present the variant usages. (Author/CLK)

Leino, Anna-Liisa

A Comparison of the Importance of Objectives in Foreign Language Instruction as Rated by In-Service Teachers, Student Teachers and Pupils. Research Bulletin, No. 44. Helsinki Univ. (Finland). Inst. of Education.

Report No-R-Bull-44

Pub Date Jun 75

Note-44p.; For related document, see ED 096

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage EDRS Price MF-30.83 HC-\$2.06 Plus Postage Descriptors—Audiolingual Methods, *Educa-tional Objectives, *English (Second Language), *Language Instruction, *Language Teachers, *Second Language Learning, Student At-titudes, Student Teachers, Teacher Attitudes

Identifiers-*Finland Identifiers—*Finland
This paper reports how Finnish student teachers and pupils rate the importance of objectivies in English language instruction, and compares them with ratings of inservice teachers from a previous study. Forty-two teachers from post-graduate teacher-training schools and 131 students, aged approximately 17, from two schools, were involved. Student teachers reported that the were involved. Student teachers reported that the most important cognitive skills were the ability to distinguish and repeat sentences, word and sounds, comprehension of a text, and ability to converse in English. The least important were translation ability and factual knowledge of English literature and customs. In the affective domain, the important goals were positive attitudes toward studying and speaking English, while the least important were use of English in spare time and developing empathy and a sense of responsibility. Students' responses were generally in agreement, with listening and reading comprehension and speaking ability the most imnt. Factor Analys compared these results with those of inservice teachers, who considered traditional objectives slightly less important than student teachers, and audiolingual skills more important. Questionnaires and rating scales are appended. (CHK)

Lide, Francis A Checklist for Omission of Frequent Vocabulary in Elementary German Textbooks: A Textbook Selection Aid. Pub Date Jan 76

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*German, Glossaries, Language In-struction, Second Language Learning, Text-

*Textbook Evaluation. Selection. *Vocabulary, *Word Frequency, *Word Lists
This is an alphabetized list of 400 frequent

German words for rapid checking against the end glossaries of elementary German textbooks. The emphasis is on words that would not automati-cally be included in any such textbook as part of the structural and morphological inventory of German. Words on the list were selected from the list in order of frequency (oral) in Pfeffer's "Basic (Spoken) German Word List." (Author)

ED 117 972

de Lama, Sonia Alternatives to the Traditional Intermediate Spanish Courses in Community Colleges. Pub Date 28 Dec 75

Note-8p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (Chicago, Illinois,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage *Community College Language Programs, *Community Colleges, Curriculum Development, Higher Education, *Language Instruction, Modern Language Curriculum, *Program Design, Second Language Learning, Second Languages, *Spanish, Teaching Methods

The alternatives to the traditional intermediate or second-year courses in community colleges are three student-centered plans designed for co with low or high enrollment of second-year Spanish students. Plan A is a two-year program of Spanish instruction. It consists of Spanish 101 and 102 and eight four-week minicourses, including two different grammar minicourses during the first four weeks of instruction. Plan B is a two-, two-and-a-half-, or three-year program. It includes Spanish 101, Spanish 102, and also eight four-week minicourses. These courses may be taken during two, three, or four semesters. Students may choose from 12 different minicourses. Plan C is an accelerated one, one and a half or Plan C is an accelarated one-, one-and-a-half, or two-year program. It enables students to two-year program. It enables students to complete Spanish 103 and Spanish 104 in one or more semesters. They could take both courses simultaneously. Students receive credit on completion of eight four-week minicourses. Charts for each plan and a list of suggested minicourses are included. These afternations may minicourses are included. These alternatives may be offered in other languages. (Author)

ED 117 973 FL 007 415 Tedeschi, Philip J.

On Processing Conditional Sentences. Pub Date 75

Note—19p.; Paper presented at the Conference on New Ways of Analyzing Variation in En-glish (NWAVE), (4th, Washington, D.C., Octoher 24-25 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Ambiguity, *Cognitive Processes, Discourse Analysis, Expressive Language, Function Words, *Generative Grammar, Inrunction words, "Generative Grammar, In-tonation, Language Role, Language Styles, Language Usage, Linguistic Theory, Mass Media, Psycholinguistics, Publicize, Punctua-tion, "Semantics, "Sentence Structure, Syntax Identifiers-Conditional Sentences, *Language

Thirty informants were presented with sets of clauses punctuated as in the pattern "\$1. If \$2. \$3" and asked which clause, \$1 or \$3, the "if" clause modified. Independently, several linguists judged the sentences "\$1, if \$2" and "\$2, if \$3" acceptable. Missing intonational clues or improper punctuation, which frequently occurs in advertising, could force a processing grammar to disambiguate the qualification in the above. Se-mantic data alone prove insufficient for this disambiguation process; anaphoric and temporal relationships will serve to disambiguate in such cases, but are not always present. If Strawson's "Indirectness Condition" is elaborated by examining the types of non-truth-functional rela-tionships leading from the antecedent to the consequent, a hierarchy which predicts the informants' selections is established. This pragmatic hierarchy, causal/pseudo-causal/inductive/inductiv deductive/deductive, would aid the e and deductive/deductive, would are the processing of potentially ambiguous clasuses. It is claimed that the same hierarchy could be applied to disambiguate sentences of the forms "\$1. If \$2. \$3." Further, it is claimed that this hierarchy applies within a generative grammar to limit the acceptability of conjoining arbitrary sentences with "if." (Author/TL) FL 007 416

ED 117 974 Rodman, Robert Right Dislocation.

Pub Date 75

Pub Date 75

Note—6p.; Paper presented at the Southeastern
Conference on Linguistics, (14th, Atlanta,
Georgia, November 6-8, 1975)

EDRS Price MF-50.83 MC-\$1.67 Plus Postage
Descriptors—Discourse Analysis, English, Language Patterns, Language Styles, *Language
Usage, Linguistic Performance, Nominals,
*Oral Communication, Oral Expression,
*Pronouns, *Sentence Structure, *Standard
Spoken Usage, Syntax, Verbal Communication
Identifiers—*Dislocation (Grammar)
Right dislocations are expressions of the follow-

Right dislocations are expressions of the follow-g form: (1) "They told the Grand Jury a ning form: (1) "They told the Grand Jury a number of lies, the Nixon men." (2) "We find we have to limit our social schedule, my husband (3) "Mary always wears a frown, the ugly and I." (3) "Mary always wears a frown, use usy witch." They are found also almost exclusively in the spoken language. This paper examines contextual situations in which the use of right dislocations is appropriate. Some of the basic func-tions of right dislocations are to: (1) make fully explicit a pronominal reference that the speaker thinks the audience may be unsure of; (2) remove a "heavy" noun phrase from a position in the sentence where it is felt to be awkward; (3) the sentence where it is left to be awarded, to-retain the prominence of postposed articles or direct objects in "complex" or phonologically "-heavy" structures; and (4) add prominence or emphasis to a noun phrase. (Author/TL)

ED 117 975

FL 007 418

Farris, Amal Diglossia in Arabic Speech Communities: The Classical Language Compared with the Syrian

Pub Date 75 Note-54p

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

EDRS Price MF-30.83 HC-33.50 Plus Postage Descriptors—*Arabic, Comparative Analysis, *Contrastive Linguistics, Diachronic Lin-guistics, Dialect Studies, *Diglossia, Grammar, Language Planning, Language Role, *Language Standardization, Language Typology, Language Usage, Literacy, Morphology (Languages), Mu-tual Intelligibility, Phonology, Semantics, *Sociolinguistics, Syntax Identifiers—Classical Arabic. *Intercommon

entifiers—Classical Arabic, Spoken Arabic, Syrian Arabic *Intercommon Identifiers-Classical

The purpose of this paper is to present a general overview of the linguistic setting of Arabic. Three main areas are covered. The first of these, diglossia, is defined in general terms and then examined more closely in relation to its historical development in Arabic-speaking countries (i.e., as resulting from geographic, socioeconomic, and religious splittings in this area of the world). The second major portion of this paper is devoted to a synchronic comparison of the phonology, morphology, syntax, and lexicon of Classical Arabic and Syrian Arabic. The comparison shows that: (1) the phonology of the two varieties of Arabic is "moderately different;"
(2) the vernacular has a simpler grammatical structure than the Classical, and is becoming increasingly synthetic; and (3) lexically, the ver-nacular borrows much from Classical Arabic. The final portion of the paper discusses the need for and development of a standardized language that would dissolve the diglossic split in Arabic. The most practical and likely choice for a unified lan-guage is here offered as that dialect known as the language of the educated." This Intercommon Manguage of the educated. This intercommon Spoken Arabic, alreading evolving, perhaps will lead to sociolinguistic changes what will distribute literacy more widely in the Arab world. literacy more (Author/TL)

ED 117 976 Hammond, Robert M. FI 007 424

Phonemic Restructuring of Voiced Obstruents in Miami-Cuban Spanish. Pub Date [75]

М

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Consonants, *Cubans, Deep Structure, Distinctive Features, Generative Phonology, Language Research, Language Variation, *Phonetics, *Phonological Units, Phonology, *Spanish, Spanish Americans, Surface Struc-

Identifiers-*Miami Cuban Spanish

Standard manuals of Spanish pronunciation recognize that both [+continuant] and [-con-

tinuant] surface variants occur for the voiced obstruents/bdg/. Within generative phonology, it has been assumed that the systematic phonemic representation for these voiced obstruents should be [-continuant] /bdg/, with a rule of spirantiza tion converting these segments to [+continuant] surface forms in specified environments, rather than the converse, i.e., systematic [+continuant] and a phonological rule of despirantization. The [+continuant] versus [-continuant] status of the systematic phonemic representations of the vo-iced obstruents of Miami-Cuban Spanish (MCS) are discussed in terms of the following arguments: (1) symmetry of the systematic phonemic inventory of obstruents, (2) markedness as it relates to the feature [continuant] in obstruents, (3) language change-rule loss and rule spread, (4) directionality of phonological change involving voiced obstruents currently occurring in MCS, (5) frequency of occurrence of the [+or - continuant] surface variants of voiced obstruents, (6) rule economy and relative abstractness of under-lying forms, and (7) naturalness of phonological rules of spirantization and despirantization. It is concluded that, although evidence may not presently be strong enough to conclusively motivate phonemic restructuring of voiced ob-struents in MCS, if current phonological changes continue in this dialect in the direction of [+continuant] surface forms, such a restructuring of underlying forms will become obligatory. underlying for

ED 117 977 FL 007 425

van Oosten, Jeanne When, Once, and As Soon As. San Jose State Oc-casional Papers in Linguistics, Vol. 1. San Jose State Univ., Calif.

Note-12p. Available from-Linguistics Program, San Jose State University, San Jose, California 95192 (volume, \$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Adverbs, *Descriptive Linguistics, English, Form Classes (Languages), Language Patterns, Language Research, Language Usage, Linguistic Theory, *Semantics, *Sentence Linguistic Theory, *Se Structure, Syntax, *Verbs

Identifiers-*Temporal Conjunctions

In a sentence containing a conjunction "when," once," or "as soon as," the events in the main and the subordinate clauses are understood as occurring closely together in time. This paper en-deavors to uncover the subtle differences which nevertheless exist among them. Clauses headed nevertneess exist among them. Clauses neaded by "when" can refer to a span of time, whereas "once" and "as soon as"-clauses must refer to a point in time. There is a clear correlation between the distribution of "once" and "as soon as" with respect to the verb in their clause, and the classification of verbs proposed by Vendler (1967). Further, the presuppositional nature of "when" is different from that of "once" and "as soon as." In sentences containing a clause headed by the latter two conjunctions, the events in both the main and the subordinate clauses are presupposed as starting at the point designated by the subordinate clause. The difference between "on-ce" and "as soon as" is evidenced by the impossi-bility for "once" to connect two events which are causally unrelated. Sentences illustrating this point seem to lead to the conclusion that a "onconsults cause gives the last in a series of events causally leading up to the event in the main clause. (Author/CLK)

ED 117 978

FL 007 429

Jacobson, Rodolfo Incorporating Sociolinguistic Norms into an EFL Program.

Note-30p.; Paper presented at the MEXTESOL National Convention (2nd, Cocoyoc, Mexico,

Descriptors—Bilingualism, Bilingual Students, *English (Second Language), *Language In-struction, Language Role, Language Usage, *Language Variation, Native Speakers, Non English Speaking, Second Language Learning, *Sociolinguistics, Spanish, *Teaching Methods It is not sufficient for students in foreign language classes to simply internalize the sound system and grammatical structure of the target language or to memorize the vocabulary. Speak-ing is not merely a linguistic event, but rather in-

volves an extensive system of norms for the social volves an extensive system of norms for the social interaction. The relationship between speaking and social interaction has been extensively studied by sociolinguistics. It is the purpose of this paper to: (1) briefly describe and define some of the sociolinguistic norms that have been identified, (2) show how these norms correlate with behavioral patterns observed in speaking, and (3) illustrate how drills can be devised and used in foreign language teaching to teach the in-teractional norms involved in speaking. The basic sociolinguistic notions of role relationship, social situation, social interaction, language choice, and speaking are discussed. Items that lend them-selves to the construction of foreign language drills are personal and transactional role relationships; congruent and incongruent social situa-tions; metaphorical and situational switching; language choice, in terms of stable and unstable bilingualism; tones and manner of communication; channels and modes; interlocutors; and speech situations, speech events, and speech acts. Sample drills are provided. (CLK)

ED 117 979

FL 007 447

Stokoe, William C. Signing Apes and Evolving Linguistics.
Pub Date 30 Aug 75

Note—13p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Animal Behavior, tion (Thought Transfer), Evolution, *Language Patterns, *Linguistics, Manual Communication, Nonverbal Communication, Primers | *Communication, Prime Primatology, *Sign Language, Verbal Commu-

Identifiers-*Chimpanzees

Linguistics retains from its antecedents, philology and the study of sacred writings, some of their apologetic and theological bias. Thus it has not been able to face squarely the question how linguistic function may have evolved from animal communication. Chimpanzees' use of signs from American Sign Language forces re-examination of language origins and the evolution of progressively more highly encoded communicative systems. Linguistics has contributed to ignorance about sign languages when it has accepted an evolutionary view of human vocal and auditory organs but has called on a creation myth to account for speech and language. Not all linguists are so dualistic. Hewes, Kendon, Kavanagh, Liberman, Sarles, Wescott, and others have attempted to look at language as brain function with both limbic and vocal involvement, in recent meetings of the American Anthropological Association, the IXth International Congress of Anthropological and Ethnographical Sciences, conferences of the National Institute of Child Health and Human Development, and the New York Academy of Sciences. A promising lead which may be empirically testable is that the gestural signal and not the all-at-once vocal signal (as in bird song) used by bipedal primates first divided into partials with nominal and verbal referents. (Author)

ED 117 980 FL 007 448 Stansfield, Charles W.
Testing Standard Spanish as a Second Dialect.

Pub Date 2 Jul 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-S0.83 HC-\$1.67 Plus Postage Descriptors—*Language Instruction, *Language Tests, Language Variation, Morphology (Lan-guages), Native Speakers, *Nonstandard Di-alects, Reading Tests, Regional Dialects, *Spanish, Spelling, *Standard Spoken Usage, Suprasegmentals, Syntax, Teaching Methods, Test Construction, Vocabulary Identifiers—*Bidialectalism

Test Construction, Vocabulary Identifiers—"Bidialectulism
This discussion begins with a brief description of three approaches to teaching standard Spanish as a second dialect (S.S.S.D.), called the "cradication" approach, the "second dialect" approach, which is favored here. Because the teacher of standard Spanish as a second dialect is concerned with developing in the student the ability to switch from the local form to standard Spanish, and not from local to English, S.S.S.D. tests should be bidialectical in nature. Therefore, they will be substantially different from ordinary tests of Spanish as a foreign language. The paper offers examples of numerous discrete item formats for S.S.S.D. testing of various linguistic problems. S.S.S.D. testing of various linguistic problems. Subsections are included for stress, vocabulary,

spelling, reading, dictation, morphology, and syntax. The rationale for each item is described, and some hints are given for the writing of nonoffen-sive directions. (Author/KM)

ED 117 981

FL 007 449

Bhatia, Tej K. New Directions and Issues in Computer-Assisted Instruction.

Pub Date 3 Apr 75

Note-29p.; Paper presented at International Conference on Computers and the Humanities, (2nd, Los Angeles, California, April 3-6, 1975) EDRS Price MF \$0.83 HC-\$2.06 Plus Postage

Descriptors—*Computer Assisted Instruction, Educational Technology, Humanities, Language Aids, *Language Instruction, Man Machin Systems, Programed Instruction, Scientists, *Second Language Learning, Teacher Attitudes, *Teaching Methods, *Technological Advancement

Identifiers-*Plato IV

This paper examines several theoretical and empirical issues, together with new directions in thinking, which have emerged as the result of significant research done on the PLATO IV computer and with the advancement of the language pedogogical theory. CAI previously encountered three basic problems: (1) the cost of hardware, (2) the lack of adequate software, and (3) the algorithmic ability of the machine. The first two difficulties have been overcome by PLATO IV. The attitude conveyed by the Goedel Theorem in the field of mathematics and the algorithmic ability of the machine are no longer the center of controversy in the humanities. The focus is on how to exploit the capabilities of the computer and how to establish a meaningful interaction between man and the machine. Thus, attitudes toward machines have changed significantly. Theoretical problems are investigated along two parameters: computer-based and non-computer-based pedagogy. The former incorporates such questions as the various roles of the computer and which roles a humanist should assign to it. The "concept of sequencing" is discussed. The discussion of empirical issues includes questions such as whether or not the machine dominates man. (Author/CLK)

ED 117 982 Jonz. Jon G.

FL 007 450

Can't Language Testing Interface with Language Acquisition? Acquisition? Pub Date Mar 75

-8p.; Paper presented at the Meeting of the Teachers of English to Speakers of Other Languages (Los Angeles, California, March 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Classroom Techniques, Interference Descriptors—Classroom Techniques, Interterence (Language Learning), *Language Instruction, Language Teachers, *Language Tests, *Learning Processes, Psycholinguistics, *Second Language Learning, *Teaching Methods, Testing Behaviorist/structuralist language teachers and theoreticians are beginning to pay attention to contribution.

contributions from contemporary linguists, psychologists, and educators. This paper draws attention to an obvious, but not often considered, point of interest to all who are engaged in formal language instruction and in related fields. Classroom procedures which run counter to natural acquisition strategies compete for the attention and energies of the language acquirer and may indeed hamper language acquisition. The same holds for language testing procedures. (Author)

ED 117 983 FL 007 451

Taylor, Irmgard C.

Beware of Cultural Cliches! Some Interesting Findings in the Essays of 1974 and 1975 AATG Travel-Study Trip Applicants. Pub Date 75

Note-11p.; Paper presented at the Annual Meeting of the American Association of Teachers of German (AATG), (Washington, D November 27-30, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Content Analysis, *Cultural Awareness, Cultural Context, Cultural Education, *Cultural Images, Essays, Ethnic Stereotypes, Folk Culture, *Foreign Culture, *German, High School Students, *Language Instruction, Teaching Methods Identifiers—*Germany

The new emphasis on combining language and culture teaching finds all teachers busy updating

and improving their materials. However, feedback on how successful they are in their attempts is limited. Revealing insights into the image of Germany held by high school students can be gained from the 1974 and 1975 essays, written by applicants for the travel-study trips, on the following Landeskunde topics: (1) You would like to spend two months somewhere in West Germany. Which place would you pick, for what reasons, and what would you like to do there? (2) Do you think that there are essential differences between German and American youth? What is your answer based on? While one-sided, uniform responses oc-curred to the first topic, indicating the existence of strong cultural-geographical cliches, the reac-tions to the second topic were more varied, in-dicating a realistic grasp of contemporary life. Reasons are presented for the popularity of the cliches and recommendations offered for dealing with them without abandoning altogether the "-good old Germany" image of folklore and regional attractions. (Author/TL)

ED 117 984

FL 007 453

Purbhoo, Mary Shapson, Stan
Transition from Italian.
Toronto Board of Education (Ontario). Research

Pub Date Oct 75

Note-105p.; For related doucument, see ED 098

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—*Bilingual Education, Bilingual Stu-dents, *English (Second Language), *Italian, *Kindergarten, Language Instruction, Language Programs, Primary Education, *Program Evaluation, Second Language Learning This report provides a comprehensive view of the two-year kindergarten program for children from Toronto's Italian community which ran from

from Toronto's Italian community which ran from September 1973 to June 1975. The transition program and its participants are described, and the program is examined in relation to the implicit goals with the aid of comparisons with stugons with the au of comparisons with students in regular kindergarten classes. The transition program children learned English at a rate equal to that of similar children in regular programs, despite being exposed to Italian for most of the first year, and they participated more in class discussions, a sion that their admirtures to class discussions, a sign that their adjustment to school was made easier. Parents of the transition children attended more official school functions and talked regularly with the teacher on an informal basis. These results suggest that the program generally has been successful in meeting its goals in the short term and that the transition model is viable for children in kindergarten. Other benefits or drawbacks may not emerge until later in the children's school career. The context in which a program of this nature is implemented is extremely important. Various considerations and procedures that might be required in other contexts or with alternative program models are discussed in the summary of the report. (Author/CLK)

ED 117 985

FL 007 462

Andersson, Theodore
Bilingual Education and Early Childhood.

Pub Date 30 May 74

Note-28p.; Lecture delivered at Southern Il-linois University (Carbondale, Illinois, May 30, 1974); Occasional light print EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

*Child Development, Community Involvement,
*Early Childhood, Early Reading, Educational Objectives, Educational Policy, Language Development, Language Skills, *Program Planning, Sociocultural Patterns

Educators are presently engaged in testing the hypothesis that under favorable conditions bilinal schooling will improve the education of both bilinguals and monolingual English-speaking chil-dren and at the same time contribute to a healthier society. These prerequisite favorable condi-tions are: a socio-economic-cultural survey of the community contemplating a bilingual program; participation by various sectors of the community n the planning and conduct of the program clear-cut statements of philosophy, rationale, goals, and objectives; and adequate program design, including staff, curriculum, methods, materials, evaluation, provision for correction of program defects; provision for research; and description and publicizing of the program for the benefit of other interested communities. Each of

these elements is elaborated in Part I. In Part II some of the findings of specialists in early child-hood are considered together with their implicahood are considered together with their implica-tions for bilingual education. Of special relevance-are the development of the child's intellect, sen-ses, memory, and imagination. His early language development and potential for bilingualism or multilingualism and early reading and writing sug-gest the conclusion that bilingual education between ages two and five opens vistas for in-novative developments. (Author)

ED 117 986

Beard, Robert Davis, Patricia G.
The Effects of Morphological Systemization on Memory Retenti

Pub Date 75
Note—20p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), (9th, Washington, D.C., November 27-30, 1975)
EDRS Price MF-50.83 HC-\$1.67 Plus Postage
Descriptors. Languages.

EDRS Price MF-90.83 HC-91.67 Plus Postage Descriptors—Language Instruction, Language Tests, Morphemes, *Morphology (Languages), *Recall (Psychological), Retention, *Russian, Second Language Learning, Semantics, Struc-tural Analysis, Suffixes, *Vocabulary Development, *Word Recognition

Identifiers-*Root Theory

There have been several recent works dealing with the Russian "root system." Most of these works operate on the claim that vocabulary-building in advanced Russian classes may celerated by a mastery of the systems of deriva-tional morphology. Townsend's "Russian Word celerated by a master; or the system of the formation," Gribble's "Russian Root List," and Beard's "Dynamic Glossing" (SEEJ 19,49-57) are all predicated on the assumption that knowing the roots, affixes, and rules of combination of Russian derived words will facilitate vocabularybuilding. This paper reports on two experiments designed to test the validity of "root theory." In the first test, experimental subjects were given a list of Russian words sectioned into individual morphemes, while the control subjects received a list of the same words unsectioned in lower case type. It was found that the experimental subjects remembered more words on the recall tests. In the second experiment, all subjects were given the same list of new, unfamiliar words but which comprised morphemes occurring in the previous recall experiment. It was found that although the recall experiment. It was found that although the difference was not of statistical significance, the experimental group outperformed the control group in identifying the correct meaning of the new words in a fashion paralleling its per-formance on the recall test. (Author)

ED 117 987

FL 007 468

Rochet, Bernard Aspects of Bordeaux French Phonology. Pub Date [75]

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Dialect Studies, *French, Language
Standardization, Language Variation, *Nonstandard Dialects, Phoneites, *Phonology, *Regional Dialects, Social Dialects, Sociolingional Dialects, Social Dialects, Sociolin guistics, Suprasegmentals, *Vowels Identifiers—*Bordeaux French, Standard French

Among the characteristics which set Bordeaux French apart from Standard French are the rules governing the behavior of its mid-vowels. These governing the obravior of its mid-vowers. Inese, rules are much simpler and more extensive (in that they also apply to unstressed vowels) than in Standard French. Their application is, however, systematically conditioned by the presence or absence of word boundaries, a fact not recognized for Standard French where it has been obnized for Standard French where it has been ob-scured by a number of conditioning factors not operating in Bordeaux French. Another condi-tioning factor is the presence in the syllable fol-lowing that of any mid-vowel of "e caduc," whose effect is the same whether it is elided or not. For this feature, Bordeaux French and Standard French show remarkable unity in spite of marked superficial differences. A sociolinguistic investigation reveals that the mid-vowel adjust-ment rules of Bordeaux French constitute an area where "standardization" is least successful, ex-cept for a few members among the high social classes. This can probably be attributed to the degree of abstraction of the process involved (standardization is more successfully achieved when a straightforward, across-the-board phonetic replacement is involved) and to the complexity of the target system (Standard complexity of the French). (Author/TL)

ED 117 988 Ruhl. Charles

On Generalizing Meaning.

Pub Date 75

Note-8p.: Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), (9th, Washington, D.C., November 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Associative Learning, Concept Formation, *Concept Teaching, Context Clues, Definitions, *Generalization, *Language Instruction, Language Usage, *Linguistic Competence, *Semantics, Teaching Methods, Verbs, Vocabulary, Vocabulary Skills, Word Study Skills Study Skills

The meaning of a word often cannot be formulated by conscious rules, because it is unconscious. Evidence on the verb "break" demonstrated the control of the strates this. The consequence for teaching is that trachers cannot supply meanings in words, but should present a wide range of uses of a word, so that students can intuit the unconscious generalization. (Author)

ED 117 989

FL 007 470

FL 007 469

Murphy, Joseph A.

How to Do Library Research on a Foreign Cul-

Note-22p.; Paper presented at the Annual Meeting of the American Council on the Teaching Foreign Languages (ACTFL), shington, D.C., November 27-30, 1975) washington, D.C., November 21-30, 1975)
Available from—Joseph A. Murphy, West Virginia University, Morgantown, West Virginia 26506 (postage only)
EDRS Price MF-80.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bibliographies, Cultural Education, escriptors—biolographies, Cultural Education, Directories, *Foreign Culture, Information Seeking, Information Sources, *Language In-struction, Language Teachers, Library Materi-als, *Library Research, *Reference Materials, Research Skills, *Research Tools, Resource

Research Skills, "Research Tools, Resource Materials, Second Language Learning
This paper considers the "why" and "how" of library research as it relates to instruction in a foreign language class. The search for cultural information is viewed as a human and a technical problem. The paper includes steps for guiding student research, discussion of different inquiry contexts, and techniques for literature search.

The most important section (VI) is an annotated list of general and cultural reference sources. In list of general and cultural reference sources. In effect, this is an intensive examination of reference-room holdings from the point of view of a culturally oriented foreign language teacher or student. Bibliographies, indexes, encyclopedias, handbooks, yearbooks, and directories are studied for their cultural yield. Both historical and anthropological types of cultural information emerge. Most reference sources are accompanied by notes of particular interest to a tormation emerge. Most retrence sources are ac-companied by notes of particular interest to a foreign culture researcher. Key words and cross-reference headings are highlighted. Press and periodical directories, as well as the use of government documents, are vital topics. Appen-dix A reports an interview with a reference liberation. Page offers redocacied. librarian; Appendix B offers pedagogical sug-gestions for exploiting travel books; Appendix C is a starter list of cultural sources by language area. (Author)

ED 117 990

FL 007 471

Yorkey, Richard Practical EFL Techniques for Teaching Arabic-

Speaking Students. Pub Date 22 Jul 74

Pub Date 22 Jul 74
Note—38p.; Paper delivered at the Defense Language Institute, English Language Branch, Lackland Air Force Base (July 22, 1974); Bibliography is marginally legible EDRS Price MF-50.83 HC-\$2.06 Plus Postage

EDRS Price MF-50.83 HC-\$2.06 Plus Postage Descriptors—*Arabic, *Contrastive Linguistics, Dialects, *English (Second Language), Inter-ference (Language Learning), *Language In-struction, Language Variation, Official Lan-guages, Paragraph Composition, Phonology, Pronunciation, Rhetoric, *Second Language Learning, Syntax, Teaching Methods, Vocabu-lary, Writing Skills Identifiers—Classical Arabic, Modern Standard Arabic

МΙ

This paper first explains the diversity of the Arab World, the unifying force of Classical Arabic, and that Modern Standard Arabic, less com-

plicated in structure and less ornate in rhetoric, is sufficiently Different from colloquial dialects to require considerable instruction in schools. For contrastive analysis to be useful as a basis for EFL methods and materials, one must therefore answer the question "What is the native language of the Arabic-speaking student?" Examples of Arabic interference (often differing from one dialect to another) are given in phonology, syntax, and rhetoric. Techniques for teaching segmental sounds are suggested, as well as drills to practice linking. For the teaching of vocabulary, it is argued that since students are accustomed to analytical procedures of learning language forms, they may enjoy and profit from exercises that manipulate base morphemes and some common derivational affixes. For the teaching of grammar, the redundant use of the object pronoun is presented (The food which we ate it was good) with sample, sequential exercises. For the teaching of rhetoric, reference is made to the in-fluence of Arabic rhetoric and the unusual emphasis on coordination rather than on subor-dination. Sample exercises demonstrate guided practice of paragraph organization in English. (Author/TL)

ED 117 991

FL 007 485

Stansfield, Charles

Teachers' Attitudes toward Publishers' Tests. Pub Date 22 Apr 76

Pub Date 22 Apr 76

Note—11p.; Paper presented at the Annual Meeting of the Pacific Northwest Conference on Foreign Languages (27th, Seattle, Washington, April 22, 1976); Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—High Schools, *Language Instruction, Language Skills, Language Teachers, *Language Tests, Secondary Education, Second Language Learning, *Surveys, Second Education, Test Construction, Test *Language Tests, Secondary Education, Second Language Learning, *Surveys, *Teacher Attitudes, Test Construction, Test Validity, *Textbooks This paper reports on the results of seven

questions asked to secondary level department chairmen regarding the unit tests which accom-pany textbook materials. Nearly 1,500 responses were received from teachers of French, German, and Spanish. The results indicate that most teachers do not use publishers tests when they are available. The questionnaire also investigates attitudes toward objective tests, and the optimum length of unit tests and the final examination, and analyzes differences in attitude among teachers of the three languages. (Author)

FL 007 487

Vogel, Irene Vogel, Irene
One System or Two-An Analysis of a Two-YearOld Romanian-English Bilingual's Phonology.
Papers and Reports on Child Language
Development, No. 9.
Stanford Univ., Calif. Committee on Linguistics.
Pub Date Apr 75
Note—35p.; Not available in hard copy due to
the marginal legibility of the original document
EDRS Price MF-50.83 Plus Postage. HC Not
Available from EDRS

Available from EDRS.

Cognitive Processes, English, Development, Language Research, *Phonology, Preschool Children, *Psycholinguistics, Romanian, Speech, Verbal Development Many researchers have assumed that adult

bilinguals have separate systems for their two languages. Such an assumption raises interesting questions about how the two languages are acquired in the case of a child learning two lan-guages simultaneously. This study attempts to determine whether the two languages are acquired separately right from the beginning or whether at first they form a single system and only become separated at a later point. A phonological analysis is presented of a Romanian-English bilingual child's spontaneous speech at age two, and the processes operating in the two languages are compared. Specifically, sound inventories, segmental substitution patterns, final consonant deletion, deletion of unstressed initial syllables, cluster reduction, glottal stop insertion and the insertion of weak vocalic segments were examined in both languages. Since the same phenomena were found to occur in both English and Romanian, it is concluded that there is only one system through which both languages are being processed at age two. (Author) ED 117 993

HE 006 759

ED 117 75-5
Ludlow, Mark

The Baccalaureate Programs of the General College: A Survey of Faculty and Graduate Attitudes About Advising, Internship, and Evaluation. Chapter 4. Findings and Discussion.

Minnesota Univ., Minneapolis. General Coll.

HE

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Bachelors Degrees, *Higher Educa-Descriptors—Bachelors Degrees, "Higher Educa-tion, Internship Programs, Program Evaluation, Questionnaires, "Student Attitudes, Student Teacher Relationship, Tables (Data), "Teacher Attitudes, "University Extension Identifiers—*University of Minnesota

Identifiers—"University of Minnesota

The student and faculty experiences in, and
their attitudes toward, four-year programs in the
General Colleges Extended Programs at the
University of Minnesota were surveyed. Questionnaires distributed to the population, consisting of
General College faculty members, four-year students in residence, and former students who had
finished one or the other of the four-year
fearness polled the features and graduate attitudes. degrees, polled the faculty and graduate attitudes about advising, internship, and evaluation. General findings indicate: (1) some units within the college work with more extended-program students than others; (2) respondents seemed to feel that internships are designed to develop a student's proficiency in his area of concentration; (3) most respondents would like more guidelines in working with students preparing for internships; (4) advisors were helpful during the internship; (5) the majority of graduates worked on jobs related to their areas of concentration as their internship experience; and (6) outstanding characteristics of the program noted were flexibility and the ability to develop individualized programs. (Author/KE)

ED 117 994 HE 006 882

Blackburn, Robert T. Hall, David E. Determinants of Faculty Publication Productivity at Four-Year Colleges.

Pub Date [75]

Note-15p.; Table I may not reproduce clearly because of quality of original document; Paper prepared for the Annual Meeting of the Amerprepared for the Annual meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—College Faculty, *Faculty, *Higher Education, Productivity, *Publications,

Education, Productivity, *Publications, Research, *Surveys This study identified determinants of publica-

tion productivity of Ph.D. faculty in arts and science departments at undergraduate colleges. Separate analyses were also conducted of faculty publishing at public, nondenominational, Protestant, and Catholic institutions. The sample consisted of 1,216 faculty selected from the respondents in the American Council on Education-Carnegie Commission on Higher Education 1969 national survey. Contingency coefficients on 48 variables were reduced to the 10 strongest predictors for regression analysis. Habit of professional writing is the single best predictor of total productivity, even when years in higher educa-tion, rank, and other correlates are held constant. The study also interprets productivity correlates so as to assist undergraduate colleges in their concerns for faculty development. The data suggest that both dimensions of professional growthteaching and research/publishing--be available and encouraged by four-year colleges. (Author)

ED 117 995 van Bladeren, D. And Others HE 006 909

Design and Implementation of a Task/Resource Information System. Reported by the Planning Department of the Agricultural University of

Department of the Agricultural University of Wageningen.
Pub Date [73]
Note—42p.; Paper prepared for the IMHE Professional Seminar on "Programme Budgets for University Management and Planning" (October 1-5, 1973); Document not available in hard copy due to quality of original EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors.**Higher Education. Information.

Descriptors—*Higher Education, Information Systems, Information Theory, *Management Development, *Management Information Development, *Management Information Systems, Management Systems, Operations Research, Personnel, *Planning, *Policy For-

mation
Identifiers—*University of Wageningen
The University of Wageningen takes care of
only one faculty with 80 departments and about
4000 students. The university has been growing
rapidly in recent years with an increase of 25 percent in first year students each year. Because of
this growth and because of various social
developments, the University Board recognizes the need for a good data system to support and to take part in the process of management; this means the system has to correspond with the intrinsic characteristics of the management system. The article describes briefly the process of management. The various aspects of the process, e.g., teaching and research task, personnel, etc. are strongly related; a qualitative description of some of these relationships is provided. The data system is derived from the properties of the management process and is designed on behalf of operational management with some thought given to strategic managment. (JMF)

ED 117 996 HE 006 939 Planning and Policy Recommendations for Washington Postsecondary Education 1976-1982. Draft.

Washington State Council for Postsecondary Edu-

cation, Olympia. Pub Date Aug 75

Note-309p. EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—Admission (School), College High School Cooperation, Coordination, *Educa-tional Coordination, *Educational Objectives, Financial Policy, *Higher Education, Institu-tional Role, Manpower Needs, Planning, *Policy Formation, *Statewide Planning, Values Identifiers—*Washington
The Council on Higher Education is a per-

manent coordinating agency designed to engage in comprehensive planning for Washington post-secondary education. This report concerns the strategic phase of the council's planning effort, i.e., the identification of fundamental assumptions. Its focus is educational goals, institutional roles and missions, and general governing poli-cies. The emphasis is on identification of basic premises, value judgments, philosophies, and pur-poses of the system. The draft report contains the council's goals for postsecondary education along with approximately 200 recommendations per-taining to such matters as high school college artalling to such matters as high school college ar-ticulation, nontraditional studies, state higher educational admissions and transfer policies, general policies for finance, regional planning, manpower analysis, and a range of related mat-ters. The report is directed to the six-year period between 1976 and 1982. (Author/JMF

Lionberger, Herbert F. And Others

University as a Theory to Practice Information System: A Study of the Communicative Behavior of the Social Science Faculty in a U.S. and Two Taiwan Public Universities.

Pub Date May 75

Note—30p.; Paper prepared for the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 1975)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*College Faculty, Communications,
*Higher Education, Information Sources, *Information Systems, Information Theory, *Land Grant Universities, Operations Research, *Social Sciences

Identifiers-*Taiwan, University of Missouri

Columbia The central issue in the analysis of the data in this study is the ability of the social science faculty to contribute to the operations of the university as an information system. This means a contribution at all levels from basic science research to working with the public. The study attempts to determine: (1) the extent to which the efforts of the social scientists in one United States and two Taiwan public universities operate at all activity levels from theory to practice; and (2) the perceptual and organizational constraints that hinder them from functioning effectively at each. The universities studied were the Columbia Campus of the University of Missouri, the National Taiwan University, and Chunghsing University. Interviews were conducted with regularly ap-pointed social science faculty members on all three campuses concerning their own university

status, the organizational constraints under which they work, and their own perception of how much they think a public university should be involved in a variety of teaching, research, and service activities. They were also asked questions designed to elicit information about communicative output--books, journal articles, research re-ports, and the chief audience to which each was primarily directed. (Author/JMF)

ED 117 998

Kelly, Kathy

United States National Student Association. Report

of the Officers.

nited States National Student Association, United States Nati Washington, D. C. Pub Date 75

Note-104p.; Prepared for the National Student Congress (28th, Washington, D.C., August 17-24 1975)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*College Students, *Higher Educa-tion, *Organizational Communication, Or-ganizational Effectiveness, Organizations ganizational Effectiveness, Organizations (Groups), Political Socialization, *Student Leadership, *Student Organizations, Student Participation, Students Identifiers-"National Student Association, NSA Each year the officers of the United States Na-tional Student Afficient Student Association

tional Student Association are required to report on their activities. The report is for the year 1974-75 and discusses activities in the administration of the national office including a brief overview of the finances and operation of the national office. On-going administrative programs includ-ing the Office of Educational Affairs, the NSA lobby, the Office of Political Affairs, and the internship program are highlighted. Information dis-semination is through the Student Government Information Service, area conferences, the NSA Magazine, and other publications. Major sponsored programs reported on include the National Third World Student Coalition, the National Gay Student Center, National Student Committee for Farmworkers, National Women's Center, Food Action Center, and National Campus Alliance for Amnesty. The service division is involved in the Insurance Trust and the National Student Travel Bureau. The report concludes with a look to the future of the association with some specific recommendations for maintaining the organiza-

ED 117 999 HE 006 944

Baldwin, James Kinsel, John B.
Attrition at New College: A Preliminary and Exploratory Study, Report No. 16.
Hofstra Univ., Hempstad, N.Y. New Coll. Educational Research Office.

Report No-NCERO-16

Pub Date Jun 75

tion's viability. (JMF)

Note—14p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Students, Continuation Students, Dropout Attitudes, *Dropout Charac-teristics, Dropout Prevention, *Dropout Research, Dropout Prevention, *Dropout Research, Dropouts, *Higher Education, *Student Attitudes, Student Behavior, Student Research

This study represents an attempt to identify variables which might differentiate continuing students from withdrawn students at New College of Hofstra University and, consequently, variables that might be worthwhile monitoring in the future. A total of 55 students who had withdrawn ture. A total of 55 students who had withdrawn over a period of three semesters (September 1973 to January 1975) were studied. Where possible, a comparative analysis of similar data for comparable continuing students was performed. The data is presented in four parts: (1) an analysis of major area of study, semester hours of work attempted and completed, and SAT and High School decile data for withdrawn students; (2) a comparison of continuing and withdrawn students who entered New College in 1972 and 1973; (3) establishment of a multiple regression equation; and (4) an analysis of exit question-naire data. The report recognizes the speculative nature of the conclusions because of the small size of the sample, but suggests a number of variables for continuing investigation. (JMF)

ED 118 000 HE 006 946

Baldwin, James Kinsel, John B. Summary of Student Course Evaluation for the Year 1974-75. Report No. 18. Hofstra Univ., Hempstead, N.Y. New Coll. Edu-

cational Research Office.

Report No-NCERO-18 Pub Date Jun 75 Note-16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Course Evaluation, Curriculum Evaluation, *Evaluation Methods, Evaluation Needs, *Faculty Evaluation, *Higher Educa-tion, Measurement Techniques, Performance Criteria, Program Evaluation, *Student Evalua-

Student course evaluations are used at New College, Hofstra University as one of the tools to evaluate the effectiveness of New College courses evaluate the effectiveness of New Conege courses and instructors. This report summarizes all aspects of the evaluations that were completed during 1974-75. The report: (1) summarizes the procedures used in administering the evaluations; (2) describes the evaluation instrument, including the reliability of the control of its reliability and validity; (3) indicates the results for each session of this year by major area and total college; (4) analyzes the results of the college, (4) analyzes the results of the evaluations in terms of regular New College faculty versus adjunct or visiting faculty; and (5) indicates some conclusions to be drawn from this year's evaluations. (JMF)

ED 118 001 HE 006 948

Goldberg, David Anderson, Albert Projections of Population and College Enrollment in Michigan, 1970-2000. Michigan State Commission on Higher Education,

Lansing; Michigan Univ., Ann Arbor. Center for Population Studies.

Pub Date Jul 74

Note—54p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Birth Rate, Colleges, Demography, *Educational Demand, Enrollment Influences, *Enrollment Projections, Enrollment Rate,
*Enrollment Trends, Financial Support,
*Higher Education, Population Growth, *Population Trends, Relocation, Rural Population Universities, Urban Population

Identifiers-*Michigan

The current flux of conditions associated with The current flux of conditions associated with the slow growth of enrollment admittedly makes projecting enrollment to the year 2000 highly speculative. The only way this process can be handled is by generating several conceptually meaningful series of enrollment projections. The three sets of enrollment projections in this report are based on assumptions about mortality, fertili-ty, and migration. Although very different, each is conceptually useful. There is an attempt to analyze how enrollment rates have changed and analyze now enrolment rates have changed and to indicate the rationale for the projections. Demographic constraints to higher education are translated into economic constraints, and these are fitted into the projections. Finally, there are brief policy recommendations for types of sup-port programs to aid the three out of four pro-jected potential students who would normally and should be attending college over the next ter years, but will not without such programs. (JMF)

ED 118 002 HE 006 988

Bishop, John

Income, Ability, and the Demand for Higher Education. Discussion Paper No. 293-75.
Wisconsin Univ., Madison. Inst. for Research on

roverty.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—IRP-DP-293-75
Pub Date Aug 75
Grant—NIE-G-74-0100
Note: 479

Note-42p.

Available from-Institute for Research on Poverty, University of Wisconsin, Madison, Wisconsin 53706 (free)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Admission Criteria, Attendance Pat-

scriptors—authority of the control o Tuition

This paper develops and estimates a model of college attendance that focuses on the influences of public policy and of economic environment. The Policy instruments examined are tuition, admissions requirements, college locations, breadth of curriculum, draft deferments, and class in-tegration of neighborhoods. The aspects of the economic environment examined are the opportunity cost of the students' study time and the size of the anticipated earnings payoff to college graduates. The first five sections of the paper develop a theory of college attendance and then apply it to the choice and definition of variables and the seletion of functional form for the esti-mating equation. Section 1 examines the college entrance decision when unlimited borrowing is possible. Section 2 handles a more realistic situation. Section 3 applies this theory to the selection of the college. Section 4 examines how planning for college influences model specification and the selection of variables. Section 5 derives the functional form for estimation and describes how the estimated parameters will be used to test the hypotheses discussed in sections 1 and 2. Section 6 describes the data and section 7 presents the results. Section 8 analyzes the effectiveness of public subsidies of undergraduate education by calculating the subsidy cost of an extra student from each of the 20 ability-by-income strata and discusses the policy implication of the results. (Author/KE)

ED 118 003 HE 006 990 Fundamental Considerations for Determining Cost Information in Higher Education.
National Association of Coll. and Univ. Business

Officers, Washington, D.C.

Pub Date Oct 75

Note-23p.

Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors-*Cost Effectiveness, *Data Collection, Decision Making, *Higher Education, *Information Needs, Management Systems,

Costing has been recognized by business, financial, and other administrators in higher education as a valuable management tool. A growing interest in the determination of costs and their use revealed a lack of uniformity in cost definitions and cost determination methods and approaches in a language that was readily applicable to higher education. There was also misunderstan ing about cost analysis and costing standards for higher education. Discussed are fundamental considerations for determining cost information, an examination of different cost methods and the examination of unferent cost methods and the conditions under which each is appropriate, and a statement of costing standards applicable to higher education. Evaluation of the quality and efficiency of academic programs involves much more than the use of cost information. Definitions of the quality and efficiency of academic programs have not been developed and accepted on a national basis. Cost data should be related to the characteristics, the state mission, and the goals and objectives of an institution. Numerous judgments, in addition to objective, quantifiable data, are required in determining costs. (Author/KE)

ED 118 004 HE 006 995

Nagai, Michio

An Owl Before Dusk.

Carnegie Commission on Higher Education , Berkeley, Calif. Pub Date 75

Note-49p.

Available from-McGraw-Hill Book Company, Highstown, New Jersey 08520 (\$1.95) Document Not Available from EDRS

Descriptors—Educational Alternatives, Educa-tional Responsibility, *Futures (of Society), *General Education, *Higher Education, *Industrialization, Relevance (Education), Social Change, *Social Responsibility, Technological Advancement

МΙ

Identifiers—*Japan
We must learn to anticipate and to alter our futures, and higher education holds the key to that achievement. The role of universities is defined as twofold: (1) to bring about a well-balanced industrial society in which there is sufficient diversity of ideas; and (2) to redesign the industrial society to cope with problems brought about by changes at the national, international, and global levels. These roles are analyzed largely in the context of the Japanese experience, but have implications for the United States and other countries. Proposals for achieving these ends are: (1) that organized skepticism should be the first principle of all education; (2) that the education of tomorrow must be engaged in the exploration of the "inner frontier" of men; (3) that the content of education should be truly international; (4) that liberal education must be reemphasized; (5) that diversity of education should be encouraged; and (6) that solutions to the general problems all people confront together must be considered more and more seriously. (Author/KE)

HE 007 000

An Analysis of the Aggregate Financial Needs of Kentucky's Post-Secondary Students. Research Report.

College Entrance Examination Board, Atlanta, Ga. Southern Regional Office.; Kentucky Higher Education Assistance Authority, Frank-

Pub Date Nov 73

Note—55p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Data Analysis, Data Bases, *Educational Finance, Federal Aid, *Financial Needs, *Higher Education, Models, Post Secondary Education, Private Colleges, Proprietary Schools, Resource Allocations, State Aid, State Universities, *Student Needs, Vocational Schools

Identifiers-*Kentucky

The primary emphasis of this document is the accurate estimation of the financial need of undergraduates in Kentucky postsecondary institu-tions during the 1971-72 academic year. The need for an aggregate analysis of the type found in this document is twofold: (1) it presents an estimate of the total financial need that exists in an educational system; and (2) it allows the Commonwealth of Kentucky to determine areas of greatest need. To calculate the financial aid needs for a currently enrolled student in Kentucky, it is necessary to determine four factors: (1) expected student contribution or self-help, (2) expected parental contribution, (3) income distribution data for the families of the relevant group of students, and (4) expected out-of-pocket costs or total budgeted expenses for stu-dents at the institutions they plan to attend. Presented is an analysis of the financial need for undergraduates attending seven groups in Kentucky institutions-major public universities, regional public universities, four-year nonpublic colleges, two-year nonpublic colleges, community colleges, vocational-technical schools, and propriertary schools. Models are developed under three differing sets of conditions: (1) actual 1973-74 estimates; (2) 1973-74 estimations, including the potential effects of the Basic Educational Opportunity Grant Program; and (3) 1973-74 estimations based on the aspirations of educa-tional attainment as expressed by Kentucky secondary school students. (Author/KE)

ED 118 006 HE 007 001 Trends in Enrollment and Degrees Granted. 1948-1974. Report No. 7-75.

of New York, Albany. Central Staff State Univ. Office of Institutional Research. Pub Date Sep 75

-137p

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Associate Degrees, Bachelors
Degrees, *Credit Courses, *Degrees (Titles), Degrees, *Credit Courses, *Degrees (Titles),
Doctoral Degrees, *Enrollment, *Enrollment
Trends, *Higher Education, Institutional Research, Masters Degrees, Statistical Data, Trend Analysis

Identifiers-*State University of New York

This report covers the headcount enrollment and degrees granted from the State University of New York. The enrollment figures are taken from the fall semester enrollment survey. Degrees granted include all degrees granted over a 12-month period, July 1-June 30. The figures present a profile of enrollment and degrees granted for the State University from its inception in 1948 through 1974. Covered are enrollments in credit courses and degrees granted on the associate, bachelors, masters, doctoral, and first professional degree level. (Author/KE)

ED 118 007 HE 007 002

Baker, Curtis O. Wells, Agnes Q.
Students Enrolled for Advanced Degrees, Fall

National Center for Educational Statistics (D-HEW/OE), Washington, D.C. Report No-NCES-76-132

Pub Date 75

Note-403p.; Not available in hard copy due to small type

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01464-5, \$6.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—College Majors, Colleges, *Enrollment Rate, Females, Geographic Regions, *Graduate Study, *Higher Education, Males, Part Time Students, Students, *Surveys, Tables (Data), *Units of Study (Subject Fields), Universities

The seventh annual Higher Education General Information Survey (HEGIS) acquired these data in 1972-73 for students enrolled for advanced degrees in fall 1972. Included in this report are summary enrollment tables by level of study, attendance status, sex of student, discipline specialty, state or other area, and institutional control and level. The report also presents a listing of en-rollments within each discipline specialty at each surveyed institution. The 1972 survey instrument, with definitions and instruction to respondents, is reproduced in appendix B. The totals shown in the data cells on the feating in the data cells on the feating in the data. data cells on the facsimile form are those obtained for the aggregate United States. (Author/KE)

ED 118 008 HE 007 003

Senger, John Elster, Richard A Comparison of Predictions of Graduate Student Performance: Is It All Worth the Bother. Naval Postgraduate School, Monterey, Calif.

Report No-AD-A013-487 Pub Date Jun 75

Note-29p.

Available from-National Technical Information Service, 5285 Port Royal Road, Springfield. Virginia 22161 (Order No. AD-A013-487; MF-\$2.25, HC-\$3.75)

32.25, HC-33.75)
Document Not Available from EDRS
Descriptors—*Academic Achievement,
*Academic Aptitude, *Admission Criteria,
*Graduate Students, *Higher Education, Success Factors, Tables (Data)

The process by which students are selected to perform successfully in graduate schools has generated a literature that is reviewed here to determine what predictors and what criteria are

used for graduate student selection and to evaluate the relative success of the predictors used. The bulk of the research involves correlation analysis. The article is organized into the following five segments: (1) the criterion problem: (2) kinds of predictors; (3) aptitude variables as predictors: (4) environmental variables as predictors; and (5) personality variables as predictors. The results of many prediction studies are integrated using tabular presentations. Implications of the findings for making graduate student selection decisions are discussed. (Author/KE)

ED 118 009 HE 007 005 Hearing on House Concurrent Resolution 330 (Ti-tle IX Regulation). Hearing Before the Subcom-mittee on Equal Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First Session on H. Con. Res. 330.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Pub Date 75

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Church Related Colleges, Educa-tional Legislation, *Equal Education, Evalua-tion Methods, *Federal Aid, *Federal Legisla-tion, Grievance Procedures, *Higher Education Identifiers—*Education Amendments 1972 Title IX, Public Law 92 318

This document contains testimony on House Concurrent Resolution 330, disapproving certain provisions of the regulation implementing Title IX of the Education Amendments of 1972. The concurrent resolution cites three provisions of the Title IX regulation as inconsistent with the statute: Section 83.3 (c) and (d), requiring recipient institutions to conduct self-evaluation and maintain records; section 86.8, requiring institutions to adopt a grievance procedure; and section 86.12 (b), requiring religious institutions to submit a statement identifying the provisions of the regulation that conflict with a specific religious tenet in order to claim an exemption.
(Author/KE)

ED 118 010 HE 007 009 Annual Report and Recommendations. Maryland Council for Higher Education. 11th Annual Re-

port.

Maryland Council for Higher Education, An-

Pub Date 75

Note-109p.; 11th Annual Report EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

EDRS Price MF-\$0.65 ne-50.55 Descriptors—*Annual Reports, Budgeting, *Higher Education, Law Instruction, Negro Secondary Education, *State *Higher Education, Law Instruction, Negro Colleges, Post Secondary Education, *State Aid, *Statewide Planning, *Statistical Data, Teaching Load, Trend Analysis Identifiers—*Maryland The council believes that the state of Maryland

ust increase the level of its overall financia commitment to higher education. During the past year the council conducted studies on higher education in the Baltimore Metropolitan Region, the enhancement of the predominantly black institu-tions of higher education, reforming the budgets for higher education, faculty activity and workload, legal education, and veterinary medical education. This document reports on those studies. Also reviewed are council recommenda-tions, 10-year higher education growth data, statistics, and council publications. (Author/KE)

HE 007 017 ED 118 011 Annual Report to the Governor and the General Assembly of Maryland.

Maryland Higher Education Loan Corp., Balmore

Pub Date Jun 70

Note—2/p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Annual Reports, *Higher Education, Post Secondary Education, *State Aid,
*State Federal Aid, Statistical Data, *Student
Financial Aid, *Student Loan Programs
Hostifiers, Marshard

Identifiers—Maryland
The Maryland Higher Education Loan Corporation was created by an Act of the 1963 Maryland General Assembly. After several changes in the corporation and some study of various state and private student loan plans and developing regulations and procedures, the cor-poration became operational in July 1965. Agreements were made with United Student Aid Funds, Incorporated to endorse all notes approved by the Maryland Higher Education Loan Corporation and guarantee repayment of 100 percent of the principal and accrued interest to the parthe principal and accrued interest to the par-ticipating lenders in case of death, disability, or default by the student borrower, and with the U.S. Commissioner of Education to make bor-rowers eligible for Federal Interest Subsidy on their loans. This annual report of the corporation contains: (1) a program summary; (2) loans approved, by month; (3) budget summary; (4) condition of research account; (5) guarantee capability statement; (6) loans approved, by county or students' residence; (7) loans approved, by lender; (8) loans outstanding, by Maryland lenders; (9) distribution of borrowers, Maryland schools; and (10) profile of student borrowers. (Author/KE)

ED 118 012 Sex Discrimination Regulations. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—672p.
EDRS Price MF-\$1.16 HC-\$35.49 Plus Postage

Descriptors-Church Related Colleges, *Educational Legislation, Equal Education, Evaluation Methods, *Federal Aid, *Federal Legislation, Grievance Procedures, *Higher Education, *Sex Discrimination Identifiers—*Education Amendments 1972 Title

IX, Public Law 92 318

This document contains hearings on the regula-tions issued by the Department of Health, Educa-tion, and Welfare for the implementation of Title IX of Public Law 92-318. The main focus of Title IX is the ban on sex discrimination in any educational program or activity assisted by the federal government. The regulations will be reviewed solely to see if they are consistent with the law and with the intent of the Congress in enacting

the law and to decide if the regulation writers have read and understood it the way the law makers intended it to be read and understood. Discussed is section 431(d) of the General Education Provisions Act, which sets forth the authority for the conduct of these hearings, and which says that the bureaucracy shall be I countable and that its regulations will be scrutinized very carefully to see if they are consistent with the law. (Author/KE)

HE 007 036 Proceedings of University Day (Ball State University, February 7, 1975).
Ball State Univ., Muncie, Ind.
Pub Date 7 Feb 75

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*College Planning, Educational Objectives, *Educational Planning, *Higher Education, Post Secondary Education, *State Universities, *Statewide Planning Identifiers—*Ball State University

This collection of capers commemorates the

This collection of papers commemorates the 10-year anniversary of Ball State University's designation as a state university of Indiana. The papers discuss: higher education in national perspective, the dimensions and relationship of a statewide system of postsecondary education, and the individual characteristics and aspirations of an institution undergoing stable change. (Author/KE)

ED 118 014 HE 007 038 The Student Financial Aid Act of 1975. Hearings Before the Subcommittee on Postsecondary Edu-cation of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First Session on H.R. 3471 and Related Legislation

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—1,110p.

EDRS Price MF-\$2.00 HC-\$59.61 Plus Postage

Education, *Federal Descriptors—Cooperative Education, *Federal Aid, *Federal Legislation, *Higher Education, *Private Financial Support, *State Aid, Student Loan Programs, Work Study Programs Identifiers—*Student Financial Aid Act 1975

The Student Financial Aid Act of 1975 amends Title IV of the Higher Education Act of 1965, as amended, and for other purposes. Parts of the bill cover: (1) grants to students in attendance at in-stitutions of higher education; (2) federal, state, and private programs of low-interest insured loans to students in institutions of higher education; (3) work-study programs; (4) cooperative education program; (5) direct loans to students in institutions of higher education; and (6) general provisions relating to student assistance programs. (Author/KE)

ED 118 015

HE 007 045 Reporting on Investments of Endowment Funds. National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Mar 75

Note-32p.

Available from-National Association of College and University Business Officers One Dupont Circle, Washington, D.C. 20036 (free) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Calculation, Data Analysis, Data Collection, Financial *Higher Education, Management, *Private Financial Support, *Recordkeeping, Tables (Data), Trusts (Financial)

Identifiers—*Endowment Funds
Much has been said and written about the need for measuring accurately and improving the investment performance of college and university endowment funds, but little has been written about how colleges and universities should report on the status and performance of the investments of endowment funds. When guidelines for report-ing are adopted, a number of questions should be included. When should the reports be distributed? Should information be recorded on a book or market value basis? How should performance data be computed? With what inexes should the performance data be compared? In addition to annual financial statements, there are needs for special investment reports for public distribution well as internal management reports. External

reports should be prepared annually, but internal reports should be prepared quarterly or more frequently. (Author/KE)

ED 118 016

HF 007 046

Bailey, Stephen K.

External Forces Affecting Higher Education.

NACUBO Professional File. Vol. 7, No. 5.

Add Univ. Business National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Aug 75

Note-5p. Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036

(free) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage *EDRS Tree #17-30-5 II-Oblems,
*Descriptors—Administrative Problems,
*Economic Factors, *Educational Accountability, Educational Finance, *Federal Legislation, *Higher Education, *Public Opinion

Out of the many external forces that influence college campuses, there are four that have had (or are likely to have) a major impact on the for-tunes of higher education. The ways in which col-lege and university officials and friends react to these forces can make an enormous difference to the future of higher education. The forces are: (1) Federal Government mandates to conform to new social norms, i.e., affirmative action, elimina-tion of age discrimination, occupational safety and health, minimum wage and fair labor stan-dards, unemployment insurance, social security, health maintenance organizations, Employment Retirement Income Security Act provisions, wage and salary controls, environmental protection, and salay controls, environmental protection, privacy laws, etc.; (2) accountability; (3) the political economy, that is, inflation, unemployment, energy costs, and erratic investment dividends, and (4) impact of public disenchantment with colleges and universities. (Author/KE)

HE 007 047

Cole, John D. R. Cole, John D. R.
On the Management of People. NACUBO Professional File. Vol. 7, No. 6.
National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Sep 75

Note-6p. Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036

(free)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Administrative Organization, *Complexity Level, *Educational Accountability,
*Higher Education, *Personnel Management,

*Higher Education, Personnel
*Productivity
Many people tend to think of the economic
problems of higher education as fiscal concernas a business office problem in financial management. But the full scope of improvements needed in resources management to make higher educa-tion more cost-effective is much broader than mere financial control. A central part of resources management must deal with the human resources that organizations utilize. Although it is accepted as a truism that people are the most valuable resources in organizations—and particu-larly is this true of educational institutions—people are typically the most wasted resource. The people in our institutions are neglected and un-derutilized. Inadequate affects people in our institutions are neglected and un-derutilized. Inadequate attention is spaid to their motivation and development; more attention is focused on the physical plant and financial resources. Three concepts should be considered when studying the question of how well institu-tions of higher education organize and utilize tions of higher education organize and utilize their human resources to carry out their educational fundamental resources to carry out their educa-tional functions. These concepts, which are rele-vant to any deliberations on improving the management of higher education, are productivity, complexity, and accountability. (Author/KE)

ED 118 018 Scurlock, Reagan

Scurlock, Reagan
Government Contracts and Grants for Research.
A Guide for Colleges and Universities.
National Association of Coll. and Univ. Business
Officers, Washington, D.C.
Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date 75

Available from—National Association of College and University Business Officers, One Dupont

Circle, Suite 510, Washington, D.C. 20036 (\$10.00)

Available from EDRS.

Descriptors—*Contracts, Foundation Programs, Glossaries, *Government Role, *Grants, *Higher Education, *Scientific

The Federal Government and institutions higher learning have become interdependent ele-ments of the research structure. Colleges and ments of the research structure. Colleges and universities cannot adequately support a high level of research activity with their own limited funds, and the government must rely on the obvi-ous wealth of expertise on campus for the con-duct of research required for national goals. Con-gress requires detailed accountability for Federal funds and, over time, a complex system has been developed by the enveryment to provide it. This developed by the government to provide it. This guide has been compiled to provide individuals dealing with funding agencies the background required to understand the nature of the relationship created and the consequences for the institu-tions. Sections cover: (1) characteristics and procedures of the research contracts with the Federal Government; (2) analysis of approximately 100 contract clauses developed for use in research contracts with the Federal Government; (3) background material on the development of the cost principles; (4) the policies and procedures of 43 private foundations and Volun-teer Health Agencies; (5) three specimen agreements; (6) a large number of specimen contract clauses covering a broad range of topics; and (7) a glossary and alphabetical index. (Author/KE)

ED 118 019 HE 007 049 Prospects of Engineering and Technology Graduates. 1974-1975.

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.

Pub Date Jan 75

Note-38p.

Note—38p.

Available from—Engineering Manpower Commission of Engineers Joint Council, 345 East 47th Street, New York, New York 10017 (\$10.00)

EDRS Price MF-\$0.83 MC-\$2.06 Plus Postage
Descriptors—Associate Degrees, Bachelors
Degrees, Doctoral Degrees, *Employment Opportunities, *Engineering Technicians, *Engineers, Enrollment Trends, *Higher Education, Job Placement, Masters Degrees, *Professional Occupations, Statistics, Tables (Data), Trend Analysis

Trend Analysis

Newly graduating engineers and technicians of the class of 1974 enjoyed the best job prospects since 1970, according to data compiled by the Engineering Manpower Commission from a survey of the nation's engineering and technical vey of the maintries eignificating and technical sechools. The pattern of persons seeking employment and those seeking further study seem to have been changing gradually in the last three or four years. At both the bachelor's and master's level in engineering, and the two-year associate level in technology, fewer graduates were continuing their education. As usual, the Ph.D. in engineering and the bachelor in technology degree gineering and the bachelor in technology degree represent terminal points for practically all graduates, with only a few percent pursuing further full-time study. Among master's and doctor's degree graduates the percentage with other plans remained at fairly high levels comparable to 1973. The strong demand was reflected in higher salaries offered to new graduates. Women graduates averaged slightly higher salary offers than men. No socialities anopear to have had signifimen. No specialties appear to have had signifi-cant placement problems in 1974, although architectural engineering, computer science, and engineering sciences were somewhat weaker than other areas. (Author/KE)

ED 118 020 HE 007 051

Myers, John Holt Preparing for IRS Audits of Colleges and Universities. Internal Revenue Service. NACUBO Special Report 75-5.

National Association of Coll. and Univ. Business Officers, Washington, D.C. Pub Date 27 Jun 75

МΙ

Note—9p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Administrator Guides, Colleges, *Evaluation Methods, *Examiners, *Higher Education, Interviews, *Money Management, Universities

Universities
Identifiers—*Internal Revenue Service, IRS
More college and universities are being subject
to audit by the Internal Revenue Service (IRS)
When an institution is selected for audit, it will
the control of the property of the control o be notified, probably in writing, and contacted by a representative of the IRS, who will make ar-rangements for a preliminary visit to discuss the procedures to be followed. Prior to the first meeting with the examiner, counsel should be advised and the business office alerted. A single in-dividual should be chosen to act as liaison officer with the IRS. There are three kinds of audits to with the IRS. I here are three kinds of audits to which the institutions may be subjected: (1) a general audit, (2) payroll audit, or (3) a team audit. In anticipation of an audit, an institution should make a special examination in two areas: (1) unrelated trade or business, and (2) withholding. (Author/KE)

ED 118 021 HE 007 052 Maryland Higher Education Loan Corporation Annual Report to the Governor and the General Assembly of Maryland. Maryland Higher Education Loan Corp., Bal-

Pub Date 30 Jun 73

Note—26p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Annual Reports, Budgeting, Geographic Distribution, *Higher Education, Pargraphic Distribution, "Higher Education, Par-ticipant Characteristics, Post Secondary Educa-tion, *State Aid, *State Programs, Statistics, *Student Loan Programs, Tables (Data) Identifiers—*Maryland

This annual report of the Maryland Higher Education Loan Corporation covers activities for the fiscal year ending June 30, 1973. Tables prothe liscal year chung Julie 30, 1973. Tables provide: (1) statistical summary; (2) loans approved, by month; (3) budget summary; (4) condition of reserve account; (5) loans approved, by county of students' residence; (6) loans approved, by lender; (7) loans outstanding, by Maryland lenders (8) distribution of the probability of the pr ders; (8) distribution of borrowers, by school location; (9) profile of student borrowers; (10) profile of students converting to payout; and (11) profile of students in default. (KE)

ED 118 022 HE 007 053 Harvey, James

The Higher Education Community and Federal

Legislation.
George Washington Univ., Washington, D.C.
ERIC Clearinghouse on Higher Education.
Pub Date Dec 75

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Federal Aid, *Federal Legislation, Federal Programs, *Higher Education, *National Organizations,
*Professional Associations Policy Formation.

It may be a mistake to speak of the "higher education community" as a synonym for the Washington-based higher education organizations associated with advocating public policy for American higher education. These organizations represent different views and constituencies including students, states, and institutions such as liberal extractlence accommunity colleges as liberal arts colleges, community colleges, state four-year colleges, and public and private universities. So different are the interests the associations attempt to represent that they are frequently unable to agree among themselves on any but the broadest propositions. On specific questions the associations will frequently part company. Hence, they are likely to differ on the question of whether or not students at state institutions should be expected to bear a greater share of the costs of their education, or the specific percentage of costs federal grants should be allowed to cover. (Author/KE)

ED 118 023 HE 007 054 Trivett, David A.

Competency Programs in Higher Education. ER-IC/Higher Education Research Report No. 7. George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date 75

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*Educational Benefits, *Educational
Objectives, *Higher Education, Historical
Reviews, Models, *Performance Based Education, Post Secondary Education, *Program Development, Program Evaluation, Student Role, Teacher Role This monograph looks into the origins of com-

petency programs in higher education and ex-plores various ideas about educational outcomes as a basis for defining what competency is and is not. These educational outcome ideas relate to behavioral objectives, mastery learning, and testbehavioral objectives, mastery learning, and test-ing for specific competencies rather than for an intelligence test type of learning. Eight competen-cy programs at institutions of higher education are surveyed with emphasis on how they began and the unique set of competencies they developed. Since these outcomes are not only in-formational in nature but often include value outtormational in fature but often include value out-comes as well, the institutional goals must be clearly defined before competency outcomes for students can be specified. (Author)

ED 118 024 HE 007 055

Premises and Programs for a Learning Society.
ERIC/Higher Education Research Report No. 8.
George Washington Univ., Washington, D.C.
ERIC Clearinghouse on Higher Education.

Note-56p.

from-American Association Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D. C. 20036 (\$3.00) EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—Adult Education, Change Strategies, *Continuous Learning, Educational Alterna-tives, Educational Needs, Educational Objec-tives, Equal Education, Federal Aid, *Higher Education, Models, *Public Policy, *Social Change, State Aid, *Universal Education Lifelong learning in the United States and recurrent education in Europe are new models of education that permit those beyond post compul-sory education to have access to higher education.

sory education to have access to higher education throughout their lifetimes. The rationale behind these models is based on the idea of a "learning trees moders is based on the idea or a learning society" that accommodates changing social and personal goals and promotes social equity. There appears to be a sharply increasing interest in further education on the part of adult Americans and a clear movement by American colleges and proposition to the part of the proposition of the universities toward expanding the lifelong learning concept. Our decentralized educational strucing concept. On decentionage dedicational struc-ture is likely to temper some of the widespread changes advocated by proponents of lifelong and recurrent learning, but such programs will receive increased funding from federal and state sources.

Technology Transfer University Opportunities and Responsibilities. A Report on the Proceedings of a National Conference on the Management of University Technology Resources.

Case Western Reserve Univ., Cleveland, Ohio.

Spons Agency—Battelle Memorial Inst., Columbus, Ohio.; Little (Arthur D.), Inc., Cambridge, Mass.; Research Corp., New York, N.Y.

Pub Date Oct 74 Note-233p.; Proceedings of a National Con-Forecasting of a National Conference on the Management of University Technology Resources (Case Western Reserve University, Cleveland, Ohio, October 1974)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage Descriptors—*Administration, Principles, *Higher Education, *Management, *Parents, *Technology The problem of transferring university "technology" to industry must be addressed in highly specific terms if satisfactory and conclusive results are to be expected. It is the general purpose of this conference report to identify major obstacles and to explore successful means for obstacles and to explore successful means for reducing or eliminating them. The conference was planned with the following objectives in mind: (1) to promote an increased interest among university administrators in the technology potential of their respective institutions; (2) to develop a more acute awareness of the need for more effective management of university technology resources; (3) to assemble university representatives with considerable experiences and expertise in the management of faculty discoveries and inventions to encourage them to communicate with one another, and to a broad universiaudience details relating to their policies, procedures, methodology, etc.; and (4) through an effective program format to maximize effec-tive communication among all institutional representatives relating to pertinent problems now impeding the flow of "technology" into the market place. (Author/KE)

ED 118 026 HE 007 058 The University of California Academic Plan. Phase
2. Campus Academic Plans. Volume 1. The
University-wide Perspectives. Volume 2. The
Chancellors' Statements.
California Univ., Berkeley.
Pub Date Mar 75

Note-176p. EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage Descriptors—*Administrator Attitudes, Budget-ing, *Educational Planning, Educational Policy,

Descriptors—*Administrator Attitudes, Budgeting, *Educational Planning, Educational Policy, Graduate Study, Guidelines, *Higher Education, Models, Policy Formation, Program Evaluation, *Statewide Planning, Undergraduate Study, *Universities Identifiers—*University of California In March 1974, the Regents approved for planning purposes a new University Academic Plan for 1974-78. That plan contained significant changes from the prior University Academic Plan of 1969, primarily because of the substantial downward shifts in state and national population growth rates. Hundreds of individuals—faculty members, students, chancellors, deans, aid other administrative staff—from the nine campuses of the development of the Campus Academic Plans. the development of the Campus Academic Plans. At the university-wide level, many other staff members have helped to design guidelines, to provide information, and to review and analyze the plans. The results of their efforts covered in the pians. The results of their efforts covered in this document are: (1) planning objectives, cam-pus plans, and benefits, the link between academic and budgetary planning, and periodic revision; (2) broad goals and directions, specific program proposals, board actions on charges; (3) planning steps coresultate during a leasing planning steps, consultation during planning, staff reorganization, program reviews, and continuing activities; (4) some current academic policy isactivities, (4) some current academic poincy is-sues and problem areas; and (5) summaries of campus academic plans. Part 2 of this document contains statements made by the chancellors of the various divisions of the University of California. (Author/KE)

ED 118 027 HE 007 059 Employment of Academic Scientists and Engineers Increases from January 1974 to January 1975. Science Resources Studies Highlights. NSF 75-

John Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-75-331

Pub Date 3 Nov 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*College Faculty, Comparative Analysis, Doctoral Degrees, *Employment Pat-terns, *Engineers, *Higher Education, *Scientists, Surveys, Tables (Data), Teaching Assistants, Women Professors

The number of scientists and engineers em-The number of scientists and engineers employed at universities and colleges has shown an increase in each of six consecutive surveys conducted between 1965 and 1975. Since 1965 the number of those employed full-time has expanded from 142,700 to 239,000 or 68 percent, while the bushbase froat time scientists and engineers are number of part-time scientists and engineers grew from 36,200 to 58,000, or 60 percent. The rate from 36,200 to 58,000, or 60 percent. The rate of growth, however, has slowed considerably in recent years. For example, the number of full-time scientists and engineers rose at an average annual rate of 7.7 percent during the 1965-71 period, fell to 1.5 percent between 1971 and 1974, and increased slightly, by 3 percent from 1974 to 1975. The only significant reduction in a pairst full time employment category over the major full-time employment category over the percent from 1973 to 1974, and another 1 percent from 1974 to 1975. Changes were also noted in fields of employment, types of institutions, employment of Ph.D.'s, employment of women, and employment of graduate students.

ED 118 028 Program Information and Application Procedures. FY 1976. [Fund for the Improvement of Post-secondary Education.] Fund for the Improvement of Postsecondary Edu-cation (DHEW), Washington, D.C.

Pub Date [75]

Note-41p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-80.83 HC-\$2.06 Plus Postage Descriptors—*Educational Improvement, Educa-tional Opportunities, *Federal Programs, Grants, *Higher Education, Post Secondary Education, *Program Descriptions, *Program Design, Program Development Identifiers—FIPSE, *Fund for Improvement of Postsecondary Education

The Educational Amendments Act of 1972 authorizes the Secretary of Health, Education, and Welfare to improve postsecondary educa-tional opportunities by providing assistance to educational institutions and agencies for a broad range of reforms and innovations. To implement this authority, the Secretary has established the Fund for the Improvement of Postsecondary Education, a separate organizational unit with the Department of HEW, under the general supervision of the Assistant Secretary for Education. The fund is administered by a director and a small professional staff. The director is responsive to a 15-member, board appointed by the Secretary and authorized to recommend policy priorities for and authorized to recommend policy priorities for the fund and to review grants and contracts of a specific kind and amount. The fund is a govern-mental, grant-making organization with four distinguishing characteristics. It is comprehensive, responsive, action-oriented, and risk-taking. The fund administers a comprehensive program com-petition to which applicants are invited to submit proposals related to any or all of the purposes for which the fund can make awards. (Author/KE)

Annual Report and Recommendations. Maryland Council for Higher Education. 10th Annual Re-

Maryland Council for Higher Education, Annapolis. Pub Date 74

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*Annual Reports, *Educational
Finance, *Educational Planning, *Higher Education, Program Planning, Proprietary Schools,
*State Agencies, Statewide Planning, Statistics
Identifiers—*Maryland
This tenth annual report of the Maryland
Council for Higher Education reports the
progress and results of studies undertaken or
completed in 1974. During 1974 the council undertook and completed a major study dealing
with the financial needs of Maryland private in
stitutions. Complete recommendations are given stitutions. Complete recommendations are given in chapter 1. The council has expanded its activi-ties to coordinate the Academic Common Market for Maryland higher education institutions as part of the Southern Regional Education Board agreement to monitor and coordinate the Maryland Plan for Completing the Desegregation of its Public Postsecondary Education Institutions, and to assume the responsibilities of the State Post-secondary Education Commission established pursuant to the Education Amendments Act of 1972. The council completed an inventory and common classification of degree programs offered common classification of degree programs offered by all the higher education institutions in Maryland offering postsecondary programs. Council committees have been involved in a number of important activities such as allied health manpower planning, faculty workload, faculty collective bargaining, and implementation of higher education management systems. The council believes that the formulation of a Master Plan for the Community College segment is a simificant the Community College segment is a significant step. A full report and recommendations related to the plan are given in chapter 3. Chapter 2 covers relevant statistics. (Author/KE)

ED 118 030 Basic Rights and Responsibilities for College and University Presidents.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date 6 May 70

Note—3p.

Available from—American Association of State
Colleges and Universities, One Dupont Circle,
Suite 700, Washington, D.C. 20036 (Free)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Principles, *Ad-

Descriptors—Administrative Principles, *Administrator Responsibility, *Administrator Role, Board Administrator Relationship, *Governing Boards, *Higher Education

Certain basic principles must be accepted if colleges and universities are to function in an or-derly, purposeful way and to lay down those conditions necessary to insure the presence of effec-tive leadership on the campus. Some basic princi-ples are: (1) a college or university exists to serve pies are: (1) a coinge or university exists to serve the general society that created it and that sup-ports it; (2) its constituencies should be provided with an opportunity to be informed and heard; (3) in the eyes of the law a college or university is its governing board, commonly known as the board of trustees; and (4) the major functions of a public college or university are teaching/learn-ing, scholarship/research, and appropriate public service, as determined ultimately by the board of trustees. The role of the president is: (1) to serve as chief executive officer; (2) to act with authority; (3) to recommend policies for consideration by the board and the implementation of these policies; and (4) to understand and work with the

ED 118 031 HE 007 065 Maryland Higher Education Loan Corporation
Annual Report to the Governor and the General
Assembly of Maryland.
Maryland Higher Education Loan Corp., Bal-

Pub Date 30 Jun 74

Note-27p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Annual Reports, Budgeting, *Educational Finance, Geographic Distribution, *Higher Education, Participant Characteristics,

*Higher Education, Participant Characteristics, *State Aid, State Programs, Statistics, *Student Loan Programs, Tables (Data) Identifiers— *Maryland This annual report of the Maryland Higher Education Loan Corporation for fiscal year ending June 30, 1974 covers: (1) loans approved, by month; (2) budget summary; (3) condition of reserve account; (4) loans approved, by county of students' residence; (5) loans approved, by lender; (6) loans outstanding, by Maryland leners: (7) distribution of borrowers, by school leners: (7) distribution of borrowers, by school leners: (7) distribution of borrowers, by school leners: (7) lender; (f) loans outstanding, by Maryland lenders; (7) distribution of borrowers, by school location; (8) profile of student borrowers; and (9) profile of students in default. Some findings are: (1) number of applications for 1973-5,735, for 1974-6,495; (2) amount approved, for 1973-55,398,780, for 1974-57,303,852; and (3) average loan, for 1973-\$1,032, for 1974-\$1,195.

ED 118 032

HE 007 066

Krop, Lois P. A Strategy for Obtaining a Performance-Oriented Training Program for Social Work Field Instructors

Pub Date 11 Jun 75

Pub Date 11 Jun 75
Note—38p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Change Strategies, Educational
Change, Field Experience Programs, *Higher
Education, Instructional Staff, Methods Courses, Models, *Performance Based Education,
Policy Formation, Questionnaires,
Work, Surveys, *Teacher Education
This document investigates the successful effort

to develop and implement a strategy for obtaining to develop and implement a strategy for obtaning a performance-oriented training program for Barry College School of Social Work Field instructors. The mission of the project was to create a system of influence to concert activity so that the educational policy of the school could be shaped to facilitate training of field instructors. A survey was constructed and sent to all active field instructors to determine whether they felt a persurvey was constructed and sent to all active field instructors to determine whether they felt a performance-oriented training program would be helpful to them in teaching students. Results of the questionnaire showed that the large majority of clinical faculty strongly desired such a training program. The results of the survey were presented to the Association of Agency-Paid Field Instructors. That association passed a motion formally requesting the school to design and carry out performance-oriented training for clinicary. carry out performance-oriented training for clini-cal faculty. This request was then taken to the Field Instruction Committee who passed a similar motion. The proposal was then presented to the Dean of the School of Social Work who appropriated money for the program. (Author/KE)

ED 118 033

HE 007 067

ED 116 055 Flanagan, Dan The Impact of American Higher Education on Un-dergraduate Student Valuing. Pub Date Aug 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Behavior Development, Concept
Formation, "Higher Education, Literature
Reviews, Peer Relationship, Personal Values,
"Research Methodology, Student Attitudes,
"Methodology, Student Attitudes, Student Attitudes, Student Attitudes, Student Attitudes, Student *Research Methodology, Student *Student College Relationship, Teacher Relationship, *Undergrad Teacher Redents, *Value *Undergraduate

American higher education is a socializing institution and therefore allegedly influences the values of its participants. Colleges and universities are complex organizations that claim to transfer knowledge and skills to students. In order to communicate knowledge and skills, colleges and universities have developed highly organized disciplines. In the process of categorization and transmitting knowledge and skills, implicit and explicit values are also communicated to students. Along with these formal influences on stu-dent values, there are a variety of informal in-fluences on students. The informal influences innuences on students. Ine informal intinences in-clude personal contact with faculty and student peers. Research into the impact of American higher education on undergraduate student valu-ing has proven to be as complex as the internal organization of colleges and universities, which provide a variety of potential influences on the formation of student values. Researchers have ob-tained data that are conflicting and often usualitained data that are conflicting and often unrelia-ble. Research methods have been questionable. (Author)

ED 118 034

HE 007 068

Greeley, Warren And Others
Final Report (1975). Unified Studies Program.
Unified Studies Report No. I:10.
Boston State Coll., Mass.

Pub Date [75]

Note—21p; For related documents, see HE 007 069-077; Best available copy EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Expenditures, Faculty, Financial Support, *Higher Education, Instructional Support, *Higher Education,
Staff. Performance Contracts,
Planning, S Descriptions, *Program Planning, Students, *Unified Studies Programs Identifiers—*Boston State College

Identifiers—"Boston State College
This summary covers the experiences of the staff of the Unified Studies Program at Boston State College from September 1973 through August 1975. Included is: (1) the planning phase, (2) team building, (3) staff, (4) administrative support, (5) potential students, (6) compromises, (7) funding, (8) use of the learning contracts, (1) contract have and (10) the removed received. contract hours, and (10) the reapproval process. Some significant results of the program's activities during 1973-75 at Boston State College were: (1) the confrontation of faculty with the open classroom and unified educational theories, (2) a "second chance" alternative for some students,
(3) an introduction to the nature of team
teaching and "transdisciplinary" methodology, (4) an association with national concerns for educational change, and (5) insights into ways to simplify the change process at Boston State. (Author/KE)

ED 118 035 HE 007 069

Greeley, Warren And Others
Report on the Visit to the Evergreen State College,
Olympia, Washington. May, 1974. Unified Studies Report No. 1:1.
Boston State Coll., Mass.

Pub Date [74]

Note—23p.; For related documents, see HE 007 068-077; Best available copy EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Articulation (Program), Educational Innovation, Evaluation Methods, *Higher Edu-cation, *Interdisciplinary Approach, *Liberal Arts, Models, *Program Descriptions, Program Design, Program Development, Methods, *Unified Studies Programs Identifiers—*Boston State College, Evergreen State College.

State College

МΙ

The Evergreen State College seems to be working well as a nontraditional college committed to and well as a nontraolitonal college committed to educational change and innovation. It provides a model for interdisciplinary education, developing basic cognitive skills and drawing all disciplines in probing specific problems. The necessary ingredients for a stimulating learning environment based on this model seems to be feasibility, openness, and a genuine feeling of community among all learners. Evergreen begins with no grades, no ranks, no departments, nothing to create a divi-sion and competitive learning environment. Beyond this, the school works actively toward building a sense of trust, community, and cooperative exploration. Small Coordination Studies Programs allow personal contact and a sense of group identity. Team building activities further develop this group commitment and even the facilities themselves are arranged to provide contact and interchange. (Author/KE)

Unified Education at Boston State College, 1972-1974 (1974). Unified Studies Report No. I:2. Boston State Coll., Mass.

Note—12p.; For related documents, see HE 070 068-077; Best available copy EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Articulation (Program), Educational Change, *Higher Education, *Interdisciplinary Approach, *Liberal Arts, Models, Performance Contracts, *Program Descriptions, Program Design, Program Planning, *Unified Studies Programs Programs

Identifiers—*Boston State College

The Unified Studies Program began at Boston State College in September of 1974. Its model is based on team-teaching, learning contracts, small interdisciplinary seminars, and other open-classroom and unified educational learning/teaching techniques. Boston State College had been compelled to shift its academic assumptions because of financial stringency followed by a rapid expansion during the 1960's. The planning and implementation of the first segment of the test year for the Unified Studies Programs was an example of real cooperation between the faculty and ad-ministration of Boston State College. The most significant result of the program appears to be the challenge that accompanies a new venture which requires faculty, students, and administrators to rethink their goals and priorities for general liberal arts education. (Author/KE)

Humphreys, Les Concepts of Unified Education (1974). Unified Studies Report No. I:3.

Boston State Coll., Mass Pub Date 74

Note-5p.; For related documents, see HE 007 068-077; Best available copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Cognitive Objectives, Educational Methods, Educational Objectives, *Educational Philosophy, *Higher Education, Humanistic Education, *Interdisciplinary Approach, *Liberal Arts, Program Design, *Unified Stu-Education.

dies Programs Identifiers—*Boston State College

The philosophy of Unified Education is holistic, unidisciplinary, and generalistic. The problems raised by these attributes are the attendant difficulties in collection/analysis/projection on a time/content grid; the flux of methodological ground rules; and the tentativeness of generalists to project while they are in a stage of collection and analysis. The solutions to these problems are: a humanistic ethic, a metaphorical method, and a positivistic stance. (Author)

ED 118 038 HE 007 072

McDonough, Patricia
Report of Student Survey (1974). Unified Studies
Report No. 1:4. Boston State Coll., Mass.

Pub Date 74

Note—6p.; For related documents, see HE 007 068-077; Best available copy EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Higher Education, *Performance Contracts, Program Planning, *School Holding Power, *Student Enrollment, Surveys, Tables (Data), *Unified Studies Programs

Identifiers-*Boston State College

The survey of potential student interest in the Unified Studies Program began February 3, 1974 and continued through March 11. The program was aimed at undergraduate students who were not formally at Boston State College on a full-time basis. Survey returns covered: (1) potential students; (2) source of participating students; and (3) students enrolled in the program. Data shows that the program lost a great number of potential students because of the delay while waiting for approval. (Author/KE)

ED 118 039

HE 007 073

McDonough, Patricia

Evaluation and Evaluation Instrument (1974-1975. Unified Studies Report No. 1:5.

Boston State Coll., Mass.

Pub Date [75] Note—45p.; For related documents, see HE 007 068-077; Best available copy EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-20.83 Ht-3-2.00 Fuls Postage Descriptors—Case Studies, Comparative Analysis, *Evaluation Methods, *Higher Education, Per-formance Contracts, Program Descriptions, *Program Design, Questionnaires, Seminars, *Frogram Design, Questionnaires, seminars, Student Characteristics, Student Enrollment, *Student Evaluation, Student Opinion, Team Teaching, *Unified Studies Programs entifiers—Boston State College
The Unified Studies Program (USP) is an in-

novative program of integrated studies in liberal arts. The program at Boston State College (BSC) is team taught by five faculty members. Because it was an experimental program, the first evalua-tion was designed to evaluate each component of the program. The questionnaire was divided into sections on background of students, team-teaching, contracts, case study, workshops, Unified Studies Seminars, Content Oriented Seminars, guest speakers, and media series. Based on responses of the students and the results of the first semester's evaluation, a number of changes were made in the spring semester. During the spring semester, the students in the USP were compared to those students in the regular school. An equal number of BSC students were chosen according to the following characteristics: sex, day/evening, number of credits, age, and re-sidence. Results suggested that USP provided the type of instruction that facilitates reading, writing, and research skills and necessitates use of library resources. The students supported the staff and the instructions they received. All the goals set forth in the beginning of the year were attained. (Author/KE)

FD 118 040 HE 007 074 Unified Studies Program Packet (1975). Unified Studies Report NO. I:6.

Boston State Coll., Mass Pub Date [75]

Pub Date [75]
Note—63p.; For related documents, see HE 007
068-077; Best available copy
EDRS Price MF-80.83 HC-\$3.50 Plus Postage
Descriptors—Biographical Inventories, Curriculum Design, *Curriculum Guides, *Higher Education, *Models, Performance Contracts, Program Content, *Program Content, *Program Content, *Content, *Program Descriptions, School Calendars, *Unified Studies Programs Identifiers—*Boston State College
After a two-week introductory period, participants in the Unified Studies Program at Boston State College will engage in a study of eight im-

pants in the United Studies Program at Boston State College will engage in a study of eight important institutions chosen by students at a planning session in November. Each institution will be dealt with for one full week. After the spring vacation, small groups (4 or 5 people) will engage in independent projects for four weeks. The independent projects will permit students to make indepth studies of one of the institutions examined during the eight weeks. The semester will end with participants sharing their findings in group presentations during the last week of classes. Course Equivalency Workshops for stu-dents who need to fulfill departmental requirements for particular courses as well as minicourments for particular courses as well as minicour-ses will be offered during the semester. The par-ticipants will begin the semester developing general scholarly skills, then learn modes of inquiry associated with particular academic disciplines during the study of the eight institutions, and finally will apply the skills and processes mastered in producing a significant project of their own. (Author/KE)

HE 007 075 Learning Contract (1975). Unified Studies Report No. 1:7.

Boston State Coll., Mass.

Pub Date [75]

Note—18p.; For related documents, see HE 007 068-077; Best available copy EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Data Sheets, *Higher Education, *Models, *Performance Contracts, *Performance Specifications, Student Teacher Rela-tionship, *Unified Studies Programs lentifiers—*Boston State College

This is the rough draft of a learning contract between faculty and students in the spring 1975 Unified Studies Program at Boston State College. Examples are given of the staff contract with the students and of the student contract with the staff. Students contract to do diagnostic and evaluative work, attend workshops and Unified Studies seminars, and do either a group or an individual research project. (KE)

ED 118 042 HE 007 076

Philosophy of Unified Education (1975). Unified Studies Report No. 1:8.
Boston State Coll., Mass.

Pub Date [75]

Note-7p.; For related documents, see HE 007 068-077

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Alternative Schools, *Definitions, *Educational Methods, *Educational *Educational Methods, *Educational Philosophy, General Education, *Higher Education, Models, Open Education, Performance Based Education, *Unified Studies Programs Identifiers-*Boston State College There are at least five models for the way that

learning environments are structured: (1) autocratic, (2) traditional liberal, (3) open classroom, (4) unified education, and (5) free school. The Unified Studies Program tries to blend the models in the middle. At the same time, unified education has some unique qualities that the proeducation has some unique qualities that the program also tries to use: (1) a holistic perspective, (2) a unidisciplinary methodology, and (3) a quest for rigorous generalizations. Instead of learning fragmented bits of information, they begin to put things together. The aim is to produce breadth without superficiality, and to integrate life experiences with academic problem solving. (Author/KE)

Humphreys, Les Techniques of Unified Education (1974). Unified Studies Report No. I:9.

Boston State Coll., Mass. Pub Date 74

Pub Date 74
Note—11p.; For related documents, see HE 007
068-076; Best available copy
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Theories, *General Education, *Higher Education, Interdisciplinary Approach, Performance Contracts, *Teaching Methods, Team Teaching, *Unified Studies

Programs
Identifiers—*Boston State College
Teachers have used unified educational techniques for years. What is new is the attempt to articulate a system of such techniques that can be used at all levels of learning. Some suggested be used at an revels of rearring. Some suggested techniques are: (1) whole-learning charts, (2) linkage exercises, (3) whole-problem-solving exercise, (4) universals exercise, (5) archetype exercise, (6) model exercise, (7) analogy and metaphor exercise, (8) evolution exercise, (9) deviance exercise, (10) integration exercise. This is an attempt to rationalize a system for teaching certain ways of thinking, reasoning, problem solving, and decision making that are an important part of the "hidden" curriculum. (Author/KE)

HE 007 079 ED 118 044 And Others

Johnson, Glenn R. And Oth Enhancing College Teaching. Pub Date [75]

Note-7p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage *Effective

Descriptors—*College Teachers, *Effective Teaching, Graduate Students, *Higher Education, Methods Courses, *Program Descriptions, *Teacher Education, Teacher Improvement Identifiers—*Texas A and M University

To equip new faculty members with all the necessary tools to begin their careers as highly effective and productive college teachers, formal training in pedagogy was made available for all graduate teaching assistants at Texas A&M University. Twenty-five graduate level instructors in college and public school settings or who expressed interest in college teaching were enrolled in the program. The class met once a week for a semester. The students were divided into four semester. Ine students were divided into lour subject-affinity groups. Up to 15 hours of skill training were deveoted to Flanders Interaction Analysis, which examines teaching behavior. In addition, students were presented with a series of microlessons in videotape-equipped miniclassrooms. The training program was augmented by lectures that incorporated differing questioning strategies. Program results were encouraging.

ED 118 045 Enrollments in Oklahoma Higher Education. Fall Semester 1975.

oma State Regents for Higher Education, Oklahoma City. Pub Date [75]

Note-45p.; For related document see HE 007

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—College Freshmen, *Comparative Analysis, Credits, Enrollment, *Enrollment Rate, Enrollment Trends, Females, Geographic Regions, *Higher Education, Males, *Post Secondary Education, *Tables (Data)
Identifiers—*Oklahoma
These tables represent an analysis of enroll-

These tables represent an analysis of enroll-ment in Oklahoma higher Education for fall semester 1975 in comparison with previous fall semesters, including enrollments in state and private Oklahoma colleges and universities. En-rollments are catagorized by geographic origin, graduate and undergraduate status, county, state, graduate and undergraduate status, county, state, and outlying area, full-time-equivalent enrollments, head-count enrollments, student-credit-hours, class, sex, division of students, head-count of first-time entering freshmen, and short-course enrollments. Findings show a total increase in public colleges over the last five years of 32.7 percent. (Author/KE)

ED 118 046 HF 007 103

Snyder, Norman C.

School-College Articulation Practices in New York

New York State Education Dept., Albany. Spons Agency—National Academy of Education, Syracuse, N.Y.

Pub Date Feb 75 Note-158p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage Descriptors—*Administrator Attitudes, *College Admission, *College Bound Students, *College

School Cooperation, *Higher Education, Post Secondary Education, Questionnaires, Surveys, Tables (Data)

Identifiers—*New York
There is much evidence that supports the assertion that the problems involved in school-college articulation are both significant and serious enough to warrant immediate attention and action. Data was collected from various sources by using a questionnaire designed: (1) to gather pro-grams within the state; and (2) to serve the edugrams within the state; and (2) to serve the edu-cative function of encouraging respondents to ac-tively focus on the many varieties and types of school-college articulation and thus to stimulate developments on individual campuses. After an examination and survey of the typography, background, and literature of school-college ar-ticulation, specific conclusions are drawn. In general, both the schools and the colleges in the state appear to be open to greater articulation between the two sectors. Even thought they do not regard articulation as a major educational concern at present, most respondents who were interviewed were much interested in learning more about innovative practices and programs at other schools. The idea of a task force or a series of regional or statewide conferences on articulation met with much favor. (Author/KE)

ED 118 047 HE 007 111 Model Student Assistance Programs for Kentucky. Data Profiles.

Kentucky Higher Education Assistance Authority, Frankfort.

Pub Date 31 Dec 73 Note-145p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—College Attendance, Comparative Analysis, *Enrollment, Enrollment Projections, Financial Services, *Higher Education, *Post Secondary Education, School Holding Power, Secondary Schools, *State Aid, *State Programs, Statewide Planning, Student Financial Aid, Tables (Data)

Identifiers-*Kentucky

These data profiles include data and informa-tion related to secondary school holding power and postsecondary attendance rates, postsecondary student origins, enrollments and enrollment projections, statewide postsecondary appropriations and financial data, and Kentucky institu-tional financial aid data. A final section, entitled "Kentucky Rankings Among The States" displays in summary format a number of analyses that include values, percentage ratios, and rank order positions for Kentucky in relation to its neighborng states and the other 49 states. Kentucky's efing states and the other 49 states. Kentucky's ef-forts to provide higher education opportunities for its increasing college-age and adult population have remained fairly constant relative to the ef-forts of the other 49 states. (Author/KE)

HE 007 118
Fall Earollment in Higher Education 1973.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C. Higher Education Surveys Branch.
Report No-NCES-75-121
Pub Date 75
Note—1,062-

Pub Date 75 Note—1,062p. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01461-1;

EDRS Price MF-\$2.00 HC-\$56.93 Plus Postage Descriptors—Community Colleges, *Enrollment, *Enrollment Trends, Females, Graduate Students, "Higher Education, Junior Colleges, Males, Part Time Students, Post Secondary Education, Private Colleges, Professional Edu-cation, State Universities, Students, "Surveys,

Tables (Data), Undergraduate Students This 1973 Higher Education General Informa-tion Survey (HEGIS) for 1973 covers aggregate changes in total enrollment for fall 1971, 1972, and 1973 by sex of students, attendance status of student, type of program, level of enrollment, in-stitutional control and geographic location at 4-year and 2-year, public and private institutions. Final data indicate at least a temporary reversal of the 4-year trend toward declining rates of enrollment in U.S. colleges and universities. rollment in U.S. colleges and (Author/KE)

ED 118 049 HF 007 124

ED 110 0497
Brown, Charles I., Ed.
Long Range Planning, Attrition/Retention and
Graduate Follow-up Studies. Selected North Carolina Association for Institutional

Research

Pub Date 74

Pub Date 74
Note—42p.; Selected proceedings from the Annual Meeting of the North Carolina Association for Institutional Research (2nd, Winston-Salem, North Carolina, May 1975)
EDRS Price MF-S0.83 HC-\$2.06 Plus Postage
Cost. Effectioners. Despots. Peters

Descriptors-Cost Effectiveness, Dropout Rate, *Educational Planning, *Graduate Surveys, *Higher Education, *Institutional Research, Management Information Systems, Post Secondary Education, Program Evaluation, *School Holding Power

Holding Power

This collection of speeches views long-range planning and program evaluation as the real output of the institutional research practitioner. Long-range planning is discussed from different approaches, methods, technologies, and philosophies. Topics covered are: (1) long- and shortrange planning policies and procedures; (2) institutional research; (3) attrition studies; (4) retention/attrition studies; (5) the unofficial withdrawal; (6) a study of the 1973 graduation class with special emphasis on graduation, retention, and attrition of students; (7) followup studies; (8) NCHEMS costing and data management systems as an information exchange procedure; (9) implementing NCHEMS information exchange procedures; and (10) a technique for identifying disparities in faculty salaries. identifying disparities in faculty

ED 118 050 HF 007 613

Feinvold, S. Norman

Scholarships, Fellowships, and Loans. Volume 5. Pub Date 72

Note-280p

Available from—Bellman Publishing Company, Box 164, Arlington, Massachusetts 02174

(\$17.00)

Document Not Available from EDRS

Document Not Available from EDRS
Descriptors—Bachelors Degrees, Doctoral
Degrees, Federal Programs, *Fellowships,
Females, *Higher Education, Males, Masters
Degrees, Organizations (Groups), *Qualifications, Resource Guides, *Scholarships, *Student Financial Aid, *Student Loan Programs

The vocational goals index in this document allows global qualifications to be determined for each award. The level of study supported by the fund and the sex qualifications can be deter-mined. If the fund is limited to residents of specific states, to citizens of the United States, and/or if the recipient must study in a specific location, that too can be determined in one glance in the vocational goals index. If the applicant or his family must be a member of an ethnic group, of a labor union, etc., to be eligible for that par-ticular financial aid, that is also noted in the vocational goals index. Examples of certain kinds of local student aid funds are given, but it is essential that the person needing student aid try to find similar agencies and donors in his own community. The section on student aid provides a road map for the latest information on Federal finan-cial student aid. (Author/KE)

HE 007 619

Leslie, David W

Leslie, David W.
Conflict and Collective Bargaining. ERIC/Higher
Education Research Report No. 9, 1975.
George Washington Univ., Washington, D.C.
ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 75

Note—79p. Available

from-American Association Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00) EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—*Collective Bargaining, *Conflict Resolution, Contracts, *Employer Employee

Relationship, *Grievance Procedures, *Higher Education

This study compares the manner in which employment relations problems are resolved at in-stitutions with collective bargaining contracts and those without such contracts. It also describes how collectively bargained agreements in general have resulted in the development of more formal conflict-resolution mechanisms in all sectors of higher education. An analysis and descriptive summary of grievance procedures at contract and noncontract institutions is provided. It is concluded that the reliance on formal authority is greater and grievance procedures more frequent in collective bargaining situations than in nonbargaining situations; however the trend is for the broader rules of public labor relations to move through all sectors of the higher education com-munity. The need is underscored for continuing study of different approaches to managing em ployment relations conflicts. Both contracting and noncontracting institutions are urged to keep thorough records of all bargaining efforts so that longitudinal studies can be performed to provide a basis for a completely systematic analysis that is not possible at the present time. (Author)

ED 118 052

Fife, Jonathan D. Applying the Goals of Student Financial Aid. ER-IC/Higher Education Research Report No. 10,

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

МΙ

HEW), Washington, D.C.
Pub Date 75
Note—76p.
Available from—American Association for
Higher Eoucation, One Dupont Circle, Suite
780, Washington, D.C. 20036 (\$3.00)
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*College Choice, Educational Opportunities, *Equal Education, *Financial
Needs, *Financial Support, *Higher Education,
*Student Financial Aid
In the mid 1970's the goals of student financial
aid revolve around the idea of removing financial
barriers to access and reasonable choice. Stu-

barriers to access and reasonable choice. Stu-dents should be able to choose an institution based on rational decision making rather than monetary considerations. To this end the Federal Government, the states, and other sources of stu-dent financial aid have developed a whole array dent financial aid have developed a whole array of programs designed to move us toward the goal of equal educational opportunity. Yet the formulas differ for distributing the funds under these programs, and all too often the funds appropriated fall far short of the program purposes. For a more equitable system to be developed: (1) a student and his family must be assured early in the student's formal education that financial aid will be available: (2) announcement of the amount of aid should be made before the student to select an institution so that this decision is not dictated by purely financial considerations; (3) to achieve equal educational opportunity, the determination of student need must be based on one method of need analysis used by all who grant student aid; and (4) sufficient funds should be provided to meet the financial need thus determined. (Author)

ED 118 053

HE 007 621

Shulman, Carol Herrnstadt
Student Consumerism: Caveat Emptor Reex-

amined.

George Washington Univ., Washington, D.C.

ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Feb 76

Note-5p.

from-American Association Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Consumer Economics, *Consumer Protection, *Federal Programs, *Government

Role, *Higher Education, Post Secondary Education, Proprietary Schools, State Programs
Participation of postsecondary institutions in

student consumerism occurs largely because of the broader problem of external pressures on all the broader problem of external pressures on an postsecondary institutions requiring institutional responses. A major source of pressure comes from government regulations for federal student-based aid programs, especially loan programs. These regulations not only determine how the loan programs are administered but also shape internal administrative procedures affecting stu-dent-institutional relationships. Pressure also comes from students who seek to influence campus politics and programs and from student-in-itiated law suits that charge institutions with failing to meet their educational commitments. New institutional and organizational initiatives that attempt to provide more complete information for students may heighten consumer awareness throughout postsecondary education, creating a more favorable climate in which students can make sound decisions about their education. This activity is implemented by federal efforts on behalf of consumers that result from the government's concern in the awarding of guaranteed loans and in fulfilling their legislative mandates. (Author/KE)

IR

ED 118 054

IR 002 659

Molden, Vaughneille Telecommunications and Black Americans: A Surrescommunications and Black Americans: A Survey of Ownership, Participation and Control.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space

Administration, Washington, D.C. Report No-CDTCG-R(T)-75/2

Pub Date Aug 75 Note-372p.; N Master's Thesis, Washington University
Table from—Center

for Development Technology, Washington University, Box 1106, Saint Louis, Missouri 63130 Document Not Available from EDRS

Descriptors-African American Studies, Black Community, Citizen Participation, *Communications, Communication Satellites, Community cations, Communication Satellites, Community Control, Films, Instructional Media, *Mass Media, *Media Technology, Multimedia Instruction, *Negro Education, *Negroes, Public Television, Radio, State of the Art Reviews, Surveys, Telecommunication, Television A broad, panoramic study was conducted on the activities and the extent of participation of Black people in various telecommunications fields in the United States. The ways in which media technology can be and has been used as a means for educating Black people were examined.

for educating Black people were examined. Briefly, the ideological perspective of Black education was discussed and defined, but the major emphasis of the extensive survey was on mass media applications and Black people. Commercial television, films and filmmakers, commercial radio, public broadcasting, computer-assisted instruction, educational use of multi-media and communication satellites were dealt with in detail. Successes and failures in these areas were identified, a format for improvement and recom-mendations for establishment of innovative programs were developed. Bibliography and appendix are also provided. (HB)

ED 118 055 IR 002 807 Oral History in All 50 States; Two Major Openings, Input/Output, 1975. Pub Date Nov 75

Note-20p. Available from—Oral History Research Office, Box 20 Butter Library, Columbia University, New York, New York 10027

ocument Not Available from EDRS

Descriptors—Courses, Higher Education, *History, *Oral History, *Primary Sources ntifiers-*Columbia University

Statistics show the vigorous growth of oral history programs in the United States since 1965. Recent events at the Oral History Research Of-fice, Columbia University, include the opening of two new memoirs (Francis Perkins and Henry A. Wo new memoirs (Francis Perkins and Henry A. Wallace); a successful oral history course; and projects in progress in business, English literature, international affairs, journalism, law, music, and political science. A list of Pulitzer Prize winning books since 1972 and other recent publications which cited or quoted Columbia's oral history collection is provided, along with a checklist of oral history publications. (LS)

ED 118 056 IR 002 873

Hudson, Heather E. And Others
College Curriculum-Sharing Via CTS.
American Inst. of Aeronautics and Astronautics,

New York, N.Y. Pub Date Jul 75

Note-7p.; Paper presented at the American Institute of Aeronautics and Astronautics Conon Communication Satellites for Health/Education Applications (Denver, Colorado, July 21-23, 1975)
Available from—American Institute of Aeronau-

Available from American institute of Aeronau-tics and Astronautics, 1290 Avenue of the Americas, New York, New York 10019 Document Not Available from EDRS Descriptors—*College Curriculum, *Communica-tion Satellites, Educational Technology, *Edution Satellites, Educational Technology, "Educational Television, Experimental Programs, Higher Education, Interagency Cooperation, "Interinstitutional Cooperation, Performance Specifications, Shared Services, Student Attitudes, Video Equipment Identifiers—Ames Research Center, Communication Tendence Sealing, Serviced University Programment

tion Technology Satellite, Stanford University: Carleton University, Video Compression Domestic communication satellites and video

compression techniques will increase communicacompression techniques win increase communica-tion channel capacity and reduce cost of video transmission. The National Aeronautics and Space Administration Ames Research Center, Stanford University, and Carleton University are participants in an experiment to develop, demonstrate, and evaluate the college course sharing techniques via satellite using video compression. The universities will exchange televised seminar and lecture courses via the Communication Technology Satellite. The experiment features real-time video compression with channel coding and quadra-phase modulation for reducing trans-mission bandwidth and power requirements. Evaluation plans and preliminary results of Car-leton surveys of student attitudes to televised teaching are presented. Policy implications for the United States and Canada are outlined. (Author/EMH)

ED 118 057 IR 002 892

Stoffle, Carla J., Comp. And Others Library Instruction Programs, 1975; a Wisconsir

Directory.
Wisconsin Library Association, Madison.
Spons Agency—Wisconsin Associat
Academic Librarians. Association

Pub Date 75

Note—201p. Available from—Mrs. Elizabeth Bohmrich, Wisconsin Library Association, c/o Madison, Public Library, 201 Mifflin Street, Madison, Wisconsin 53703 (\$3.00, WLA members;

\$4.00, others)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors— *Directories, Elementary Secondary Education, Higher Education, *Libraries, *Library Instruction, Library Surveys, Public Libraries, Questionnaires, School Libraries, University Libraries

University Librares Information is provided about instructional methods and materials utilized by 80 academic, 337 public, and 1333 school libraries in Wisconsin. For both academic and school libraries, a listing of libraries is followed by an index. The list-ing is arranged alphabetically by the name of the institution, and each institution is numbered for institution, and each institution is numbered for indexing purposes. Each entry contains the address of the institution, the person responsible for the instructional program, demographic information, and specific characteristics of the program. Indexing is done by grade levels, subjects covered, and instructional methods. A brief chapter on public libraries gives a summary of the state of library instruction in the Wisconsin public libraries (NR). public libraries. (NR)

ED 118 058 IR 002 895

O'Neil, Carole Pytlik, Mark
Computers in Education.
Manitoba Dept. of Education, Winnipeg. Computer Services Branch.
Pub Date [73]
Note... 71:

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Computer Assisted Instruction,
Computer Oriented Programs, Computer Pro-Computer Oriented Programs, Computer Programs, Computers Computer Storage Devices, Data Processing, Educational Administration, Information Processing, Information Retrieval, Information Storage, *Manuals, Programing Languages, Time Shar-

ing Identifiers—Canada, Computer Hardware, Com-

puter Software
The Canadian Department of Education developed this manual to provide teachers and administrators with information about the potential use of computers. Part I describes at length the five components of the computer input, output, storage, control, and arithmetic/logic func-tions) and gives a discussion of computer lan-guages, programing, batch processing, time shar-ing, and minicomputers. Part II covers a variety of administrative uses for computers. Part III lists the educational uses of computers, including computer-assisted instruction (CAI). A list of references, a 67-item bibliography, and a glossary of computer terms are included. (DS)

ED 118 059 IR 002 902

Dwyer, Thomas A.

oloworks: Computer-Based Laboratories for High School Mathematics.

Pittsburgh Univ., Pa. Project Solo.

Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date Jan 75

Note-9p.

Journal Cit-School Science and Mathematics;

Descriptors—*Computer Based Laboratories, Experimental Programs, *Mathematics Instruction, Program Descriptions, Secondary Educa-tion, *Secondary School Mathematics

Identifiers-Project Solo, *Soloworks, Student

Controlled Computing
The Soloworks project is based on the belief
that student-controlled computing is a promising
innovation in secondary mathematics instruction.
The Soloworks project is following up three years
of experience in the Pittsburgh public school system with a new program encorporating both student-controlled computing and modern math curricula. The work is organized around five labs: a computer lab, focusing on those aspects of mathematics that are well described by algorithms; a dynamics lab, focusing on mathematics that describe processes that take place in time, a logical design lab that uses both digital and analog circuit modules; a synthesis lab which is concerned with mathematics that make use of superimposition and synthetic music, and a modeling/simulation lab that uses mathematics as a tool for creating, studying, and manipulating new models of reality. (JY)

ED 118 060 IR 002 906 Educational Media Personnel; A Handbook for Classification.

California Association for Educational Media and Technology, Concord.

Pub Date 75

Note—106p.

Available from—California Association for Edu cational Media and Technology, 2371 Stanwell Drive, Concord, California 94520

Document Not Available from EDRS
Descriptors—*Audiovisual Centers. Classificaescriptors—"Audiovisual Centers, Classifica-tion, Instructional Materials Centers, Instruc-tional Media, Job Analysis, Library Techni-cians, Media Technology, Models, "Paraprofes-sional School Personnel, Personnel Selection, Subprofessionals, "Technical Education, *Technical Occupations

A model classification for media paraprofes-sionals was constructed in order to establish salaries, personnel qualifications, useful training programs, administrative procedures, and standardized terminology. An analysis was made of such job elements as type of work, its difficulty and responsibility, supervisory responsibility, administrative responsibility, personal contacts, and working conditions. The classification plan was developed based on several levels of competence in each of four classes: media center clerical, film library clerical and technical, media preparation and reproduction, and media technical and maintenance. This resulted in 29 separate positions for which job descriptions were developed--including the title, basic job concept, duties and responsi-bilities, required knowledge or skills, experience, education, and desirable personal characteristics. Affirmative action, training programs, opportuni-ties for promotion, and plans for developing media training curricula were considered, and brief recommendations for executing the plan were formulated. (LS)

ED 118 061 IR 002 954

Lorton, Paul, Jr., Ed. Colman. Ron. Ed. The Papers of the ACM SIGCSE-SIGCUE Technical Symposium, Computer Science and Educa-tion (Anaheim, California, February 12 and 13,

1976).
Association for Computing Machinery, New York, N.Y. Special Interest Group in Computer Science Education; Association for Computing Machinery, New York, N.Y. Special Interest Group in Computer Uses in Education. Pub Date Feb 76

Note—399p.
Available from—ACM Order Department, P. O. Box 12105, Church Street Station, New York, N.Y. 10249 (\$15.00/members; \$20.00/nonmembers)

Journal Cit-SIGCSE Bulletin; v8 n1 Feb 76;

Journal Cit.—SIGCSE Bulletin; v8 n1 Feb 76; SIGCUE Topics; V2 Feb 76

Document Not Available from EDRS
Descriptors—College Curriculum, *Computer Assisted Instruction, Computer Programs, *Computer Science, *Computer Science Education, *Conference Reports, Course Descriptions, High School Curriculum, Programing, Programing Languages, Secondary School Mathematics, Symposia
Over 65 pagers presented at a joint symposium

Mathematics, Symposia
Over 65 papers presented at a joint symposium
sponsored by the Association for Computing
Machinery's Special Interest Groups on Computer Uses in Education and on Computer
Science Education are gathered here. The papers cover a wide range of topics, including stru programing, computer literacy, computer science education, computerized test generation, secondary school mathematics instruction, computerassisted instruction, advanced computer science courses, and computers in society. (JY)

ED 118 062

Simpson, Donald B., Comp.
The State Library Agencies; a Survey Project Report, 1975, Second Edition.
Association of State Library Agencies, Chicago,

Pub Date 75 Note-293p.

Available from—Association of State Library Agencies, American Library Association, 50 East Huron Street, Chicago, Illinois 60611

Document Not Available from EDRS

Descriptors-Administrative Organization, Budgets, Directories, Financial Support, Libra-Budgets, Directories, Financial Support, Liora-ry Cooperation, Library Expenditures, Library Extension, Library Networks, *Library Planning, *Library Programs, Library Role, Library Services, Library Surveys, Personnel, *State Agencies, *State Libraries, State Pro-

The Association of State Library Agencies presents a compilation of data from the 50 state libraries. Information for each state includes noraries. Intormation for each state includes name of agency, place in state government organization, powers and duties, purpose and scope of responsibility, organizational structure, personnel, names of key staff, major functional categories, major emphases in library development, notable activities underway, special projects and services, sources of funds, and 1975 and 1976 budget information. For most states, organization charts and tables are provided. Narrative descriptions are given of projects, programs, and services that run the gamut from traditional service to outreach programs, cooperative projects, networks, and local history collections. (LS)

52 Annual Program, Library Services and Construc-tion Act, 1975-1976; With FY 75 Supplement.

South Carolina State Library, Columbia.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington,

Pub Date 76

Note—158p. EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Annual Reports, Career Education, Federal Aid, Film Libraries, Handicapped, In-Federal Aid, Film Libraries, Handicapped, Institution Libraries, Interlibrary Loans, Library Collections, *Library Cooperation, Library Planning, *Library Programs, Library Planning, *Library Programs, Library Reference Services, *Library Services, Periodicals, Professional Training, Public Libraries, Resource Centers, *State Libraries, State Programs, Statewide Planning lentifiers—Library Services and Construction Act, LSCA, SOLINET, *South Carolina, Southeastern Library Network

Act, LSCA, SOLINET, *S Southeastern Library Network

The annual program for administration of Library Services and Construction Act (LSCA) Library Services and Construction Act (LSCA) funds in South Carolina is presented in four parts: the annual program for 1976, a supplement to the 1975 program, a supplement to the 1976 program, and ammendments to the basic state plan. Library service programs outlined for 1976 include general administration of LSCA funds, clude general administration of Liston tuning, ilibrary public relations, operation of the state library, strengthening the state library agency, field services, service to the disadvantaged, periodical services, institutional libraries, service to the blind and physically handicapped, and service to persons of limited English-speaking ability Career education workshops rubble library. Career education workshops, public library development, book collection improvement, a film program, and improvement of metropolitan libraries as resource and reference centers appear intraines as resource and reterence centers appear in the 1975 program supplement. Descriptions of interlibrary cooperation projects cover a commu-nications network for interlibrary loans, intercom-munication among libraries, area reference resource centers, an interlibrary loan network, training for interlibrary recovering and training for interlibrary cooperation, and par-ticipation in the Southeastern Library Network (SOLINET). Letters, documents, and lists of per-sonnel and participating agencies are included. (LS)

ED 118 064 IR 002 965 Morton, Elizabeth Homer

Developing Public Libraries in Canada, 1535-1983. Occasional Paper No. 9. Dalhousie Univ., Halifax (Nova Scotia). Library. Pub Date 75

Pub Date 75
Note—20p.; Alberta Letts Memorial Lecture,
November 1, 1974
Available from—Dalhousie School of Library
Science, Halifax, Nova Scotia B3H 4H3,
Canada (\$2.50)
Document Not Available from EDRS
Descriptors, History, Librarios, \$1 librarios.

Descriptors—History, Librarians, *Libraries, Library Associations, Library Cooperation, *National Libraries, *Public Libraries, Re-gional Libraries, School Libraries entifiers-*Canada, Letts (Alberta)

The history of books, reading, and public libra-ries in Canada can be traced from the first public reading in 1535. Although a university library or-ganized by Jesuits in 1635 was followed by book collections in fur trading posts, government agen-cies, subscription libraries, and libraries for the professions, the first public libraries did not open until 1883. These were in Guelph and Toronto. Traveling libraries grew in Western Canada, and the provinces enacted library legislation. Early in this century new public libraries opened and began to flourish (some with the help of the Carnegie Corporation), but the depression and World War II slowed development. Since cooperation and a national library were seen as necessary in the 1940's, the Canadian Library Council and the Canadian Library Association (CLA) were formed to promote them. The 1950's saw increased library cooperation, the rise of regional libraries, legislation for a national library, and the formation of libraries in previously provided the company of th unserved areas. In the 1960's and 1970's metropolitan libraries grew, the number of library schools increased, standards were written, and schools increased, standards were written, and the new national library building opened. Future library development may include better funding and services, improved communications, in-creased use of nonprint media, resource sharing, workshops and other training programs, and better feuilties (18). better facilities. (LS)

ED 118 065

IR 002 966

Spigai, Frances G., Ed. And Others

Spigar, Frances O., Ed. And Other's Guardian Roundup: A Continuing Education Session on Microforms and Data Processing in the Library and Information Center: Costs/Benefits/HistoryTrends. Proceedings of the ASIS Mid-Year Meeting (4th, Portland, Oregon, May 15-17, 1975).

American Society for Information Science, Washington, D.C. Pub Date Oct 75

Pub Date Oct 15 Note—179p. Available from—Publications Division, American Society for Information Science, 1155 16th Street, N.W., Washington, D.C. 20036 (\$11.20, ASIS members; \$14.00, others; payment must accompany order)

Document Not Available from EDRS

Descriptors—Automation, Cataloging, Computer
Oriented Programs, Computers, *Conference Oriented Programs, Computers, *Conference Reports, *Cost Effectiveness, Costs, Data Processing, Indexing, Information Centers, Information Retrieval, *Information Science, Libraries, *Library Automation, Library Equipment, Library Expenditures, Library Networks, Library Programs, Library Reference Services, Library Research, Library Technical Processes, *Microforms, On Line Systems

Sixteen papers are presented which focus on microforms and data processing in library and in-formation centers. Articles include discussions of cost analysis, decision making and program planning, library automation, information retrieval, indexing, cataloging, and computer ser-vices for libraries. (CH)

ED 118 066 IR 002 967 Husbands, Charles W., Ed. Tighe, Ruth L., Ed. Information Revolution: Proceedings of the ASIS Annual Meeting. (38th, Boston, Massachusetts, October 26-30, 1975). Volume 12. American Society Washington, D.C. for Information Science,

Pub Date Dec 75

Note—170p.; Microfiche abstracts of selected keynote, general, special, and SIG presenta-tions are enclosed in back inside cover pocket Available from—Publications Division, American

Society for Information Science, 1155 16th Street, N.W., Washington, D.C. 20036 (\$14.00, ASIS members; \$17.50, others; payment must

accompany order)

Document Not Available from EDRS

Descriptors—Automation, Communications,
Computer Oriented Programs, Computers,
*Conference Reports, Data Processing, Dial Access Information Systems, Information Cen-ters, Information Dissemination, Information Networks, Information Processing, Information Retrieval, *Information Science, *Information Systems, Information Utilization, Input Output Devices, *Libraries, Library Automation, Library Networks, Library Reference Services, Library Technical Processes, Man Machine Systems, On Line Systems, *Technological Advancement

Identifiers—Computer Users, Simplified Informa-tion Retrieval System, SIR

JMI

This volume of Proceedings of the American Society for Information Science is limited to the text of papers accepted and scheduled for presentext of papers accepted and scheduled for presentation at the 1975 meeting. The papers reflect the need to address and define issues in national information policy, and they examine the current state of federal-level planning and funding of information systems. Contributed papers are categorized in the following manner: (1) information transfer mechanisms and phenomena. (2) tion transfer mechanisms and phenomena; 2) library networks; 3) communication and classifi-cation theory; 4) user psychology; 5) library management; 6) education and careers in infor-mation science; 7) retrieval vocabularies: indexing, switching mechanisms, and text manipulaing, switching mechanisms, and text manipula-tion; 8) planning national and international systems, extending the application of technology, and using micromedia; 9) the future of informa-tion services and systems; 10) clustering and discrimination techniques and secondary sources; 11) using on-line retrieval services; and 12) applications in biology and chemistry. In all, 80 papers are included. (CH)

Octimer, Anthony G.
Elements of Information Resources Policy: Library and Other Information Services, Revised Edition.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.
Spons Agency—National Commission on Libraries and Information Science, Washington, D.

Pub Date 12 Jan 76 Contract—OEC-0-74-9075

Note—228p. EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage
Descriptors—Cost Effectiveness, Costs, Decentralized Library Systems, Information Centers,
Information Dissemination, *Information Networks, Information Processing, Information
Science, Information Services, *Information
Systems, *Libraries, Library Expenditures,
Library Facilities, Library Networks, Library
Programs, Library Reference Services, Library
Research, Library Role, Library Services. Research, Library Role, Library Services,
*Public Policy, Tables (Data), *Use Studies
Identifiers—*National Commission Libraries In-

formation Science

A study on information technology and public policy examined relationships among information providers and their clients in order to determine the economic, institutional, and technological factors that are key in deciding how people get the information they need. The research project was conducted to help the National Commission on Libraries and Information Science in three ways: to highlight costs and benefits of various allocaof information functions, to indicate the size and direction of forces, and to help libraries and information technicians evaluate their roles so that practical public policy alternatives and their consequences for the public can be better understood. Researchers found that the public reach of information services varies widely even within types of services. The scope of information resources is wide and well-supported by various governments. In the past 20 years, the size, activity, and cost of library and other information services have grown above the growth rates of basic indexes. Information services and libraries suffer from poor accounting practices, confused poli-cies, rivalries, and limited scope of research and development. (CH)

ED 118 068

Kumata, Ruth K... And Others

Kumata, Ruth K... And Others

Aiming for Quality; The Five-Year Plan of the Chicago Library System. 1976-1980.

Chicago Public Library, Ill.

Pub Date 75

Note—151p.
EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Community Characteristics, Information Needs, Library Networks, *Library Planning, Library Programs, *Library Standards, Objectives, *Public Library Standards, Ob

Identifiers-*Chicago Library System, Illinois

(Chicago)

The efforts of the Chicago Public Library during the years 1976-80 will focus on: (1) evaluating, improving, and adjusting existing programs and developing new programs; (2) cooperating and developing new programs; (2) cooperating with other agencies and organizations in the community; (3) improving the functioning of the library as a research and reference center for the state; and (4) improving the fiscal position of the library system. The objectives of the five-year plan include developing a program of library services aimed at meeting the needs of every Chicagoan; providing adequate library materials, both print and nonprint; developing an adequate staff; improving communications within the library system; providing functional, safe, and attractive facilities; increasing public awareness of library services; modernizing the library's internal fiscal procedures; and increasing the library system's financial resources. A bibliography of over 100 items is included. (Author/PF)

IR 002 970 UNICAT/TELECAT: A Report of the Cooperative
Use of a Computer-Based Cataloguing Support System.

Council of Ontario Universities, Toronto. Office

of Library Coordination. Pub Date Oct 75

Note-220p.

Available from—Council of Ontario Universities, Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada Document Not Available from EDRS Descriptors—*Cataloging, Computers, Demon-stration Projects, Libraries, *Library Automa-

stration Projects, Libraryes, *Library Automa-tion, *Library Cooperation, Library Expendi-tures, Library Networks, Library Planning, Library Research, Library Services, Library Technical Processes, On Line Systems, *Union Catalogs, *University Libraries Identifiers—Ontario, TELECAT, UNICAT The Monograph Demonstration Project, an ex-

The Monograph Demonstration Project, an ex-periment in cooperative library development, was conducted by the Council of Ontario Universities from July, 1973 through April, 1975. Objectives of the project were to establish that an auto-mated, on-line cataloging support system is prac-tical within the Ontario University library com-munity, to provide superior cataloging support services at reduced cost, to eliminate duplic of cataloging, and to create a union catalog providing increased capability for rationalization of collections and cooperative university program development. As a result of the project, an automated cataloging support system now serves 16 libraries. The demonstration period proved to be a developmental period rather than a time of uninterrupted services and, as yet, cost reductions are not proven. Some duplication of cataloging are not proven. Some duplication or cataloging activity was eliminated, and the development of a union file began. The researchers conclude with recommendations for the future for Ontario Universities. The original proposal, considerations for terminal selection, and flowcharts of processing procedures using the union cataloging support system are appended. (CH)

ED 118 070 IR 002 971

Bourne, Charles P.

Planning Data for the Conversion of UCUCS-2 Catalog Card Records Into Machine Readable form (UCUCS-2 Conversion Planning). Report No. ILR-75-006. California Univ., Berkeley. Inst. of Library

Research. Report No-ILR-75-006

Pub Date Jan 76

Note—41p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Cataloging, Catalogs, Data Bases, Libraries, Library Automation, Library Planning, *Library Research, Library Technical Processes, *Union Catalogs, *University Libra-Identifiers-Machine Readable Cataloging

University of California

University of California
The Institute of Library Research converted to
machine-readable form over one million catalog
cards representing about 750,000 Roman-language titles catalogued by the University of
California (UC) libraries from 1963 to 1967.
From this data base they printed the UC Union
Catalog Supplement (UCUCS-1). From 1968 to
1977 or additional set of cords records used Catalog Supplement (UCUCS-1). From 1968 to 1972, an additional set of card records was collected and preprocessed. This study determined the extent to which the new UCUCS-2 records are available in already existing University of California data bases and in a few "outside" data bases. A one-half percent stratified sample was drawn from each UC campus and findings revealed that 82% of the UCUCS-2 sample could be associated with some kind of unique identification number, but only 63% of the total actually had this number on the catalog record; the others had to be searched in other files. (Author/CH)

ED 118 071

Whildin, Sara Lou, Comp.

A Directory of Library Instruction Programs in Pennsylvania Academic Libraries. Pennsylvania Library Association, Pittsburgh.
Pub Date 75

IR 002 972

Note-37p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*College Libraries, *Directories, Higher Education, Instructional Media, *Libra-*Directories. ry Instruction, Library Skills, Questionnaires, *University Libraries Identifiers—*Pennsylvania

A survey questionnaire was sent to 200 academic libraries in Pennsylvania to identify those that were involved in library instruction and to ascertain the content of such programs. This directory is the product of the survey and presents the information collected. The 67 presents the miormation collected. The 67 responding libraries are listed in alphabetical order. The questionnaire used and a selective index of questionnaire topics are appended. (Author/DS)

ED 118 072

IR 002 973

Kim, Ung Chon
Policies of Publishers: A Handbook for Order

Pub Date 76 Note-132p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P. O. Box 656, Metuchen, New Jersey 08840 (\$7.50)

Document Not Available from EDRS

Descriptors—Catalogs, Librarians, *Library
Acquisition, Library Materials, *Library
Material Selection, *Publications, *Publishing Industry, Purchasing Identifiers—Order Librarians

Many factors need to be considered when a librarian decides on vendors for his orders. By using information from existing trade journals and from questionnaires completed by publishers, a handbook was developed to assist librarians: it discusses some 450 publishers in terms of their: (1) address, (2) promptness of delivery, (3) price discounts which a library can expect, (4) charges other than actual purchase price, (5) convenience of returning materials, (6) accurate and prompt reports of titles currently unavailable, and (7) availability of standing order or approval plans. (EMH)

ED 118 073 IR 002 974 Numerical Results from Three Surveys on Book Marketing and Selection. A Publisher/Library Forum.

American Library Association, Chicago, Ill. Resources and Technical Services Div. Pub Date 1 Jul 75

Pub Date 1 Jul 75
Note—46p.
Available from—RTSD Office, American Library
Association, 50 East Huron Street, Chicago, Illinois 60611 (\$1.00)
Document Not Available from EDRS
Positions College Libraries, Junior College

Document Not Avanuate from Euros Descriptors—College Libraries, Junior College Libraries, *Library Material Selection, Library Surveys, Public Libraries, *Publishing Industry, *Questionnaires, Research Libraries, Libraries, *Statistical Data, University Libraries Identifiers—ALA 75

Identifiers—ALA /5
Publishers, book wholesalers, and librarians
were surveyed in early 1974 to provide
background data for a program at the American
Library Association Annual Conference 1975.
Publishers were queried about their relations with libraries, promotional activities (including rela-tions with review media, direct mailings, and advertising), and sales to libraries. Wholesalers were queried about their services to libraries, and the results were tabulated for small, medium, and large wholesalers. Libraries were queried about their budgets, selection practices, and ordering practices. Results were tabulated for Association of Research Libraries members, college and or Research Libraries memoers, cloilege and university libraries, community college libraries, public libraries, and special libraries. The questionnaires with tabulated results and the lists of recipients form the bulk of this document. (PF)

ED 118 074 IR 002 975 North Dakota Public Library Trustees Manual. North Dakota State Library Commission,

Bismarck. Pub Date 76

Note—35p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrative Agencies, Governing Boards, *Library Administration, Library Ser-vices, Manuals, *Public Libraries, *Trustees Identifiers-*North Dakota

Designed for board members, this manual in-cludes basic information applicable to any public library trustee. General information is provided and trustee responsibilities and duties are out-

lined. Appendixes include the North Dakota Public Library Law, a monthly report form, the library bill of rights, and a 16-item bibliography of books, periodicals, and audiovisual materials.

ED 118 075 52 IR 002 976 North Dakota State Plan for Library Develop-ment: Fiscal 1976-1980. North Dakota State Library Commission,

Spons Agency—Bureau of Libraries and Educa-tional Technology (DHEW/OE), Washington,

Pub Date Jul 75

Note-99p. Journal Cit-North Dakota Library Notes; v7 n2

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Annual Reports, Disadvantaged Groups, Federal Aid, Handicapped, Library Cooperation, *Library Planning, *Library Ser-Cooperation, *Library Planning, *Library Services, *Library Standards, State Libraries, State Programs

Identifiers—Library Services and Construction Act, LSCA, *North Dakota

A five-year plan for library improvement developed in North Dakota under the Library developed in North Dakota under the Library Services and Construction Act (LSCA) is presented. The plan includes long-range programs that meet the state's assessed needs for improved library service to special groups in specific geo-graphical areas, improved public library services, and construction and insulface processors. and construction and interlibrary cooperation.

Ten projects underway for the fiscal year 1976 are described, and North Dakota's standards for community library service from school media centers are included. (DS)

ED 118 076 IR 002 977 Potts. Rinehart Skeen

Graduate Education in Librarianship at Glassboro State College, 1967-74: A Description of the Graduates and Their Evaluations of the Pro-

Glassboro State Coll., N.J. Dept. of Library Edu-

cation. Pub Date 75

Note-526p.; Portions of the text may not be readable due to the irreproducibility of the original document

Available from—Savitz Learning Resource Center, Glassboro State College, Glassboro, New Jersey 08028 (on loan) EDRS Price MF\$1.00 Plus Postage. HC Not

Descriptors-Curriculum Evaluation, *Graduate Surveys, Higher Education, Librarians, *Library Education, *Library Schools, Library Sur-

ry Education, *Library Schools, Library Surveys, School Libraries
Identifiers—*Glassboro State College, New Jersey A followup study of 77 graduates of the Glass-boro State College master's program in librarian-ship is presented. This report includes extensive direct quotes from the persons interviewed concerning their evaluation of the Glassboro program and the jobs they now hold. Appendixes include general comments by the graduates, results of previous surveys, a short literature review, and the official description of Glassboro's graduate library education program. (DS/PF)

ED 118 077 52 IR 002 978 Ball, Howard G.

Ball, Howard G.
Perceptions of School Media Specialists Toward a
Professional Curriculum of Instruction.
Alabama A and M Univ., Normal. School of
Library Media.

Spons Agency—Bureau of Libraries and Educa-tional Technology (DHEW/OE), Washington, Pub Date 75

Note-35p.; For related documents see ED 086 225 and 103 028

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Course Evaluation, *Educational Background, Instructional Materials Centers, *Library Education, Library Surveys, Media Selection, *Media Specialists, Research Projects, School Libraries

Identifiers-Higher Education Act Title II B,

Media Specialist Education
A survey of 495 school media specialists in five Southeastern states attempted to discern which courses in their professional education best prepared them to manage school media pro-grams. Results listed the most highly regarded courses for both the elementary and the seconda-ry specialists. In addition, the subjects rated the importance of various media specialist functions, and "selecting and evaluating resources" receiving and evaluating resources" received the highest rating. The opinions of the specialists reflected a pragmatic orientation and fluenced by the credentialing criteria of their respective states. This document discusses the research methodology that was employed, out-lines the results, and makes recommendations for future media specialist education. (EMH)

Council of Europe Information Bulletin 4/1975. Council of Europe, Strasbourg (France). Docu-mentation Center for Education in Europe.

Pub Date Dec 75

Pub Date Dec 75
Note—123p.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—*Change Agents, *Change Strategies, *Community Change, Cultural Exchange,
*Cultural Opportunities, *Democratic Values,
Essays, Futures (of Society), International Programs, International Education, International
Descriptions, Program, Descriptions, Social Organizations, Program Descriptions, Social Change, Social Opportunities Identifiers—*Council for Cultural Cooperation,

Council of Europe
The Council for Cultural Cooperation is intended to promote interaction among European nations and to initiate cooperation in remodeling educational systems. At a 1974 Brussels ference, participants discussed the moral obliga-tion of European governments to promote European governments to promote sociocultural community development directed toward a greater measure of compassion, equality toward a greater measure of compassion, equality of opportunity, and true democracy. Hoping to replace complacency and frustration with par-ticipation and self-realization, participants en-couraged teachers and other social agents to in-ject their communities with a sense of animation and community consciousness. This policy requires radical reforms in education, politic requires radical reforms in education, pointcal in-stitutions, and cultural patterns, and these changes are unlikely to occur without the assistance and provocation of a group of agents trained in the art of social reform. This document is a collection of 10 essays which describe the need for change, cite examples of successful reforms, and make proposals for the future.

IR 002 980 School Libraries. Educational Building Digest.
United Nations Educational. Scientific, and Cul-

tural Organization, Bangkok (Thailand). Pub Date [75]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Building Design, Building Plans,
*Developing Nations, Librarians, Library
Equipment, *Library Facilities, *Library
Planning, *School Libraries
Identifiers—Asia, *Regional Center for Book
Development, UNESCO
An effective school library requires a good
supply of books and periodicals, adequate furniture, sufficient space, and a trained person to

supply of books and periodicals, abequate man-ture, sufficient space, and a trained person to manage the facility efficiently. In Asia, where educational facilities are often in short supply, UNESCO has established a Regional Center for Book Development and has made recommendations for future development in the use of libraries. Each village school should have some sort of minimal library facility to encourage students to do exploratory reading and to learn basic research skills. Simple designs can be used to modify existing school plants to provide shelving, a catalog, seating, and a work area for the librarian. Sample plans are provided. (EMH)

ED 118 080 Standards for College Libraries; Adopted by the Association of College and Research Libraries, a Division of the American Library Association, July 3, 1975.

Association of Coll. and Research Libraries, Chicago, Ill. Pub Date 75

Note-15p. Available from-Association of College and Research Libraries, 50 East Huron Chicago, Illinois 60611 (free) Street.

Document Not Available from EDRS
Descriptors—*College Libraries,
Library Administration, Library Collections,
Library Expenditures, Library Role, Library

Services, *Library Standards, Library Technical Processes, Research Libraries, University

Identifiers-American Library Association. *Association of College and Research Libraries

A list of standards was adopted by the Associa-tion of College and Research Libraries. It was intended to apply to college libraries serving academic programs at the bachelors and masters degree levels. Standards are presented for the major library functions, as follows: (1) objectives; (2) collections; (3) organization of materials; (4) staff; (5) delivery of service; (6) facilities; (7) administration; and (8) budget. An explanation is appended to each standard which provides suggestions and comments on its implementation. (EMH)

ED 118 081 IR 002 982

Sharpe, W. E. And Others

A Multidisciplinary Approach to Solving Community Water Problems. Information Report 76.
Pennsylvania State Univ., University Park. Inst.

for Research on Land and Water Resources.

Spons Agency—Department of the Interior,
Washington, D.C. Office of Water Research

and Technology.

Report No—PSU-IRLWR-IR-76

Pub Date Dec 75

Note—81p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Community Problems, Extension Agents, Information Centers, *Information Dissemination, *Information Needs, Information Seeking, Information Sources, Information Utilization, Interagency Cooperation, Interdisciplinary Approach, Organization, Research Projects, Surveys, Technological Advancement, *Water Pollution Control, *Water Resources Identifiers—Pennsylvania, Pennsylvania Cooperative Extension Service, *Water Resources Scientific Information Center In response to the need of money individuals.

In response to the need of many individuals and communities throughout Pennsylvania for an effective network to disseminate information about water resources, a study was conducted to explore possible relationships between the Water Resources Center and the Pennsylvania Cooperaresources center and the remisjivanta Coopera-tive Extension Service. The report focused on a case history review of the information transfer specialist who facilitated exchanges between the two agencies. To assist the specialist, a water resources needs survey was distributed to relevant community members to determine the seriousness of local water problems. He acquired additional information through the use of trade journals, newspaper clippings, and a computer-based water resources information center. The research project has served to reinforce the feeling that the joint Water Center-Extension programs have the potential to greatly enhance the successful transfer of water resources information. (EMH)

Sullivan, Marjorie Goodell, John S. Media Use in the Study of Minorities. Emporia Kansas State Coll.

Pub Date 75

МІ

Note—65p.

Journal Cit—Emporia State Research Studies;
v24 n2 Fall 1975

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—Comparative Analysis, *Educational Research, Effective Teaching, *Ethnic Studies, Instructional Materials, *Media Research, Minority Groups, *Multimedia Instruction, Research Methodology, Research Projects, Textbook Bias, Textbooks

Identifiers-Kansas (Lawrence)

Some educators, especially those engaged in minority studies, are historically disenchanted with textbooks. They have sought alternative sources of information in multimedia. To test the effectiveness of a multimedia approach to change attitudes and increase factual knowledge, the Lawrence, Kansas, schools designed an experiment to compare learning in two sample groups, one using a textbook approach for a six-week unit on ethnic studies and the other using a multimedia approach. Pre- and posttest results showed no significant differences in cognitive and effective learning between the two samples. This monograph consists of four parts: (1) a history of minority dissatisfaction with textbooks and instructional media; (2) a description of the methodology used in the Lawrence experiment; (3) results of the experiment; and (4) an appendix of the measurement tools used in the study. (EMH)

ED 118 083 IR 002 984 Harden, Heather

You Can't Kill a Wasp with a Postage Stamp, or How to Teach 'Em to Pass Element Nine. Pub Date 18 Nov 75

Note—8p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 18,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postar Descriptors—Annotated Bibliographies, *Broad-cast Industry, *Certification, Course Descrip-tions, *Federal Government, *Radio, *Radio

Technology
Identifiers—Element 9, Federal Communications
Commission, Third Class Operators Licenses For student radio broadcasters to acquire a third class operators permit, they must pass Element 9 of the Federal Communications Commission exam. A course was designed to help these amateurs acquire such technical competencies as meter reading, metric conversions, and familiarity with directional antennas. This course description includes a list of required readings, a description of laboratory workshops, and a brief annotated bibliography of materials relating to Element 9. (EMH)

ED 118 084 Darby, Keith

Programming as an Instrument for Community Involvement: Designing Topical Television Pro-grams for Rural Adult Audiences. Satellite Technology Demonstration Technical Report No. 0503.

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Report No—STD-TR-0503 Pub Date 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Adult Education, Audiences,
*Communication Satellites, *Community Education, Community Involvement, Delivery Systems, Demonstration Projects, Educational Television, Program Evaluation, *Programing (Broadcast), Public Television, Regional Programs, *Rural Education, Surveys, Telecommunication

Identifiers—*Satellite Technology Demonstration
The overall objective of the Satellite Technology gy Demonstration (STD) was to test the feasibili-ty of delivering television Programing via satellite to isolated, rural locations. Community members at various STD sites were surveyed to determine an various 310 sites were surveyed to determine how they felt about a variety of topics which were planned for an adult evening series. Topics in education, consumer affairs, health, and en-vironment proved to be of interest, and a series of 12 programs, 40 minutes each with a 19 minute local question-and-answer segment, was designed and broadcast to STD receivers located in local junior high schools. Audience reactions were positive, but it was concluded that more interest could be generated if programs were of more specific local interest. (EMH)

ED 118 085 IR 002 986 Bicentennial Film Preview Session. N.C.L.A. Con-ference, Fall 1975. North Carolina Library Association, Winston-

Pub Date Oct 75

Note—11p. Available from—Director, Public Library of Johnston Co. and Smithfield, 305 Market Street, Smithfield, North Carolina 27577

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*American History, Annotated Bibliographies, *Catalogs, *Film Libraries, *Films, Instructional Films

A special committee of North Carolina

A special committee of North Carolina library
staff compiled an annotated listing of 50 16mm start compiled an annotated listing of 30 form films concerning the heritage theme and the Revolutionary War period. The films are listed alphabetically by title, and the entries include information about length, rental and purchase price, age appeal, and a brief summary of the contents. Most of the films are available through the North Carolins State Library, EMM!) the North Carolina State Library. (EMH)

ED 118 086

IR 002 987

Ahlgren, Alice E.
Factors Affecting the Adoption of On-Line Search
Services by the Public Library.
Applied Communication Research, Stanford,

ons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services Pub Date May 75

Note—12p.; Paper presented at the Mid-Year Meeting of the American Society for Informa-tion Science (Portland, Oregon, May 15-17,

1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Computers, *Cost Effectiveness,
Data Bases, *Experimental Programs, *Information Retrieval, *Library Reference Services,
*On Line Systems, Public Libraries

Identifiers-California (San Francisco), Lockheed

DIALOG, Project DIALIB Costs and cost-related factors connected with providing on-line search services through the public library are examined. The examination was based on preliminary results from an on-going evaluation of an experimental program (DI-ALIB). In the DIALIB experiment Lockheed's DIALOG search service was available to the DIALOG search service was available to the public through four public libraries in the San Francisco Bay Area. Preliminary data were gathered on fixed costs connected with system operation, on individual search costs, and on costs associated with the additional time demands made on the library reference staff. In addition, several factors were identified which impinge on the provision of financial support for such on-line search services. (Author/JY)

Cooper, Michael D. DeWath, Nancy A.
The Cost of On-Line Bibliographic Searching.
Technical Report 003-75-01.

Applied Communication Research, Stanford, Calif.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Informa-tion Services. Report No—ACR-003-75-01 Pub Date Dec 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-Computers, *Cost Effectiveness, Data Bases, Experimental Programs, Informa-tion Retrieval, *Library Reference Services, *On Line Systems, *Public Libraries

Identifiers—Bibliographic Searching, California (San Francisco), Computerized Literature Retrieval, Lockheed DIALOG, *Project DI-

cost analysis was made of on-line biblioarapics was made of on-line bibliographic searching in four public libraries in the San Francisco Bay Area using the Lockheed DI-ALOG system. The study involved monitoring the time that 35 individuals in the libraries spent processing some 411 search requests. The study identified a set of seven tasks that are performed for each request and determined the average time and cost for each of the tasks. The average total search cost was \$28.41, exclusive of telephone line charges. This figure does include the data base connect charges of \$17.29. The average time required to process a request was 7.8 calendar does the wide vectors is a sec dar days. A wide variation in the cost and time figures was found among the four libraries and among individual searchers. (Author/JY)

ED 118 088 Mick, Colin K

The Impact of On-Line Search Services on Library Operations and Users.

Applied Communication Research, Stanford,

Calif

Pub Date 4 Mar 75

Pub Date 4 Mar 75
Note—Sp.; Paper presented at the Annual Meeting of the National Federation of Abstracting and Indexing Services (17th, Arlington, Virginia, March 4, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Experimental Programs, *Informa-tion Retrieval, Library Administration, *Library Reference Services, Library Role, *On Line

Systems, Public Libraries, Use Studies Identifiers—California (San Francisco). puter Search Services, Lockheed DIALOG, *Project DIALIB

An experimental program placed computer terminals in four San Francisco Bay Area public

libraries to be used to provide on-line computer search services to library patrons. The first few months of operation of the experiment showed that there was a significant impact on the parthat there was a significant impact on the par-ticipating libraries, on the library patrons, and on the community and society at large. Among the observations made of the program were that: providing computer search services is going to cost the library more than just the cost of the computer time used, that librarians must learn new skills to be effective searchers, that search new skins to be elective searchers, that search services require a high degree of interlibrary cooperation and communication, that many of the clients for these services will be people who would not ordinarily use public libraries, and the community will develop an increasing awareness of the service (17%). of the power of information. (JY)

ED 118 089

Comstock, George Fisher, Marilyn
Television and Human Behavior: A Guide to the
Pertinent Scientific Literature.

Rand Corp., Santa Monica, Calif. Spons Agency—Edna McConnell Clark Founda-tion, New York, N.Y. Report No—R-1746-CF

Pub Date Jun 75

Note-344p.; For related documents see IR 002 918 and 919

Available from-The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$10.00)

Document Not Available from EDRS Descriptors—*Annotated Bibliographies *Behavioral Science Research, Behavior Patterns, Human Development, Reviews, Media Research, *Literature Research. Research Methodology, Research Problems, *State of the Art Reviews, Surveys, Television, *Television Research, Trend Analysis

A broad search of the scientifically relevant literature on television and human behavior began in the fall of 1973 and extended over a year; the search concentrated on the literature since 1960, although it attempted to include all singificant earlier works. In addition, special emphasis was placed on obtaining very recent, hard to locate, and infrequently referenced items, including various Congressional hearings, the reports of various national commissions and special committees, and noteworthy journalism synthesiz-ing or commenting on the scientific literature. The more than 2,000 items located are first presented in a "master bibliography," and each is described by key words in terms of topics and in the case of empirical work, methodology. The master bibliography is followed by 11 specialized bibliographies. The first 10 of these specialized bibliographies deal with substantive topics. The eleventh collates current items, defined as citations of the collates current items, defined as citations. tions bearing 1974 or 1975 dates or labeled "in press." The 10 substantive specialized bibliographies represent the topics in terms of which the literature is analyzed for the larger evaluation, for which the bibliography was compiled. They are defined and discussed in the introduction, where other procedural details and various symbols and terms are also explained. (Author/HB)

ED 118 090 Dudek. Lee J.

IR 002 991

Pragmatic Proposals for Professional Pedagogy in Education for Broadcasting. Pub Date 16 Nov 75

Note-12p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 16,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Broadcast Industry, Curriculum Development, Educational Background, Higher Education, Job Skills, News Reporting, *Professional Education, Radio, *Technical Education, Telecommunication, Television Identifiers-Broadcasters, NAEB 75

Education designed to prepare future broad-casters should begin to concentrate on liberal arts and professionalism and should de-emphasize skills and technical competencies. Two weaknesses of a technical-centered education are: (1) that technical competencies rapidly become ob-solete, and (2) that the broadcaster trained as a technician usually lacks the background and sensitivity to turn the industry away from commer-cialism and towards meeting the needs of the society. Broadcasters should be educated to make intelligent decisions and to use the media to

promote a free and harmonious society. This goal is best achieved through a general, liberal arts education, and through exposure to senior broad-casters who have a broad and humane perspective on the world. (EMH)

FD 118 001

IR 002 992

Scibert, Ivan N.
A Handbook of Standard Terminology and a Guide for Recording and Reporting Information about Educational Technology.

Association for Educational Communications and Technology, Washington, D.C.; National Center for Educational Statistics (DHEW/OE).

Washington, D.C. Report No-NCES-76-321

Pub Date 75

Contract—OEC-0-73-7057

Note-278p.; State Educational Records and Reports Series: Handbook X

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.40)

D.C. 20402 (\$3.40) EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage Descriptors—Audiovisual Aids, *Classification.

Descriptors—Audiovisual Aids, *Classification, *Educational Technology, Guides, Instructional Media, Standards, *Vocabulary

Developed to help people in gathering, compiling, and interpreting data relating to the application of technology to instruction, this handbook provides assistance in the form of standardized terms and definitions and a structure showing the interrelationships of those terms. The handbook is organized to lead logically from an overall definition of educational technology to a classification scheme of terms, then, to the definitions for these terms. The classification scheme is outlined with subdivisions indicated by indentation and a numerical code. In a separate section, the terms are listed again in the order of the classification with complete definitions. Selected units of measure for the classified terms are provided in another section. A glossary listing related terms and their definitions, a brief bibliography, and an alphabetical index to all terms defined in the handbook are included. (Author/PF)

Computer-Assisted School Facility Planning with

ONPASS. Urban Decision Systems, Inc., Los Angeles, Calif.

Report No-D75-1048 Pub Date 10 Oct 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Computer Oriented
*Facility Planning, *On Line Systems
Identifiers—ONPASS Programs,

The analytical capabilities of ONPASS, an on-line computer-aided school facility planning system, are described by its developers. This resystem, are described by its developers. This re-port describes how, using the Canoga Park-Win-netka-Woodland Hills Planning Area as a test case, the Department of City Planning of the city of Los Angeles employed ONPASS to demonstrate how an on-line system can help school planners make optimum use of their facilities. A prantiers make optimum use of their racinties. A simulated student data base was estimated for two time periods from the 1970 Census data. Sample data from the Los Angeles study are included in this description of ONPASS. (EMH/PF)

ED 118 093 IR 002 994

Ely, Donald P.

The Current Status of Audiovisual Definitions and Terminology: An International Perspective.
Pub Date 9 Jan 76

Note-16p.; Paper presented at the International

Note—16p.; Paper presented at the International Symposium on Audio-Visual Materials (Strasbourg, France, January 9, 1976)
EDRS Price MF-S0.83 HC-\$1.67 Plus Postage Descriptors—*Audiovisual Aids, *Definitions, Educational Technology, *Glossaries, *Instructional Media, International Programs, Speeches, Thesauri, *Vocabulary Identifiers—International Council of Educational

Because no published glossary of audiovisual terms has yet gained international currency, there is a need to: (1) explore international acceptance of a list of audiovisual terms and definitions; (2) review current efforts to do so; (3) propose criteria for acceptable terms and definitions; (4) recommend procedures for acceptance of terminology. Consistency of definition is necessary to maintain meaningful discourse between producers, librarians, practitioners, and administrators.

The goal of providing accuracy and clarity is especially important in a field characterized by prolific growth and diversity of formats. For example, the videocassette is presently available in some 20 forms, and the use of the term no longer suggests specific information about size or system compatibility. Efforts to develop uniform taxonomies are under way in Canada, the Federal Republic of Germany, and the United States, and the International Council of Educational Media also developing terminology; but work remains in the development of a list which is exhaustive, mutually exclusive, unambiguous, and amendable to translation. (EMH) translation. (EMH)

ED 118 094

Ely, Donald P.

The Most Important Number is One. The Potential of Individualized Instruction in Higher Education.

Syracuse Univ., N.Y. Center for the Study of Information and Education.

Pub Date 70

Note-27p.; The J. Richard Street Lecture for the Centennial Year of Syracuse University EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Diagnostic Teaching, Educational Objectives, *Higher Education, *Individualized Instruction, Instructional Design, Speeches, Systems Concepts, *Teaching Methods In recent years, higher education has been subset to the critisian that the necessive lacture

ject to the criticism that the pervasive lecture method is impersonal and ineffective. The individualization of instruction using instructional technology can help to answer that criticism by facilitating the optimal combination of professordetermined objectives and processes with student-determined needs and goals. New technologies and methodologies can be used to adapt the instructional process more precisely to the needs of students. Because there is a natural tension between student-determined objectives and those of the professor, it is important that any new system provide flexibility and choice so that institutional harmony can be preserved. (EMH)

ED 118 095 IR 002 996

Anderson, LeMoyne W., Ed.

Networks and the University Library; Proceedings of an Institute Presented by the University Libraries Section, Association of College & Research Libraries (Las Vegas, Nevada, June 21.23, 107). Research Libraries (Las vegas, Nevaua, June 21-23, 1973). Association of Coll. and Research Libraries, Chicago, Ill. Univ. Libraries Section. Pub Date 74

Note—96p.

Available from—Association of College and Research Libraries, 50 East Huron Street, Chicago, Illinois 60611 (\$3.00/if payment accompanies order; \$5.00/if invoice requested)

companies order; \$5.00/if invoice requested)
Document Not Available from EDRS
Descriptors—Cataloging, Conference Reports,
Data Bases, *Information Networks, Information Systems, Interinstitutional Cooperation,
Library Automation, Library Cooperation,
*Library Networks, Library Technical
Processes, National Programs, Research Librarries, State Programs, *University Libraries
Identifiers—BALLOTS, Bibliographic Automation Large Library Operations, Middle Atlantic
Research Library Information, Minnesota Interlibrary Teletype Exchange, Ohio College Library Center, Total Interlibrary Exchange
Papers from an institute on the university's role

Papers from an institute on the university's role in information networks are presented. Two in-troductory papers define networks in general and consider reasons for their existence in academic libraries. Five papers describe operational networks: Ohio College Library Center (OCLC), Stanford's BALLOTS system, the Minnesota In-Stantord's BALLOTS system, the Minnesota Interlibrary Teletype Exchange (MINTEX), the Total Interlibrary Exchange (TIE) in Southern California, and the Middle Atlantic Research Library Information (MARLIN) system. Factors contributing to the success and failure of networks are considered, as are constraints in the areas of jurisdiction, organization, finances; procedures, and personnel. The final three papers cover the potential for state networks, prospects for nationwide networks, and possibilities and needs for future networks. (LS)

IR 002 997

Biersner, Robert J. Training Effectiveness of Films Developed Using Systems Approach to Training Principles. Naval Education and Training Command, Pensacola, Fla.
Report No-CNETS-4-75

Pub Date Aug 75

Note-44p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Curriculum Research, *Instructional Films, *Military Training, Statistical Analysis, Systems Approach, Technical Education Two films, "Oxygen Breathing Apparatus Type A-3" and "Damage Control Petty Officer," were developed using an educational systems approach and based on 15 behavioral objectives. The effecand based on 15 behavioral objectives. In effectiveness of each film was tested using three samples: one which was pretested, viewed the film, and was posttested; another which was pretested and posttested but did not view the film; and another which was tested without viewing the film. Results showed that viewing the film signifi-cantly improved posttest scores, especially for viewers of high intelligence, but the films failed to achieve the 80 percent proficiency which had been desired. Though modifications will be necessary to make the films meet minimal achievement dards, both films showed themselves to be significant aids in the instructional process. The report discusses in detail the statistical significance of the test results. (EMH)

IR 002 998 The Library of Congress as the National Bibliographic Center.

ociation of Research Libraries, Washington, DC

Pub Date Feb 76

Note-63p.

Available from—Association of Research Libra-ries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$4.00) EDRS Price MF-\$0.83 HC-\$3.50 Plus Pos

Descriptors—*Cataloging, Conference Reports, Data Bases, Information Processing, Informa-Data Bases, information Processing, informa-tion Systems, International Programs, *Library Automation, Library Planning, Library Techni-cal Processes, *National Libraries, *National Programs, Serials, Standards, Union Catalogs Identifiers—*Library of Congress, Machine Readable Cataloging, MARC

In a program sponsored by the Association of Research Libraries (ARL), the Library of Congress (LC) Processing Department reports on progress in development of the National Bibliographic Service. The first paper deals with past present, and future cooperation between LC and the ARL. The second paper provides an overview of the automation activities of LC's processing department and serves as an introduction to the department and serves as an introduction to the three subsequent papers. In the first of these the LC core bibliographic system is described, with heavy emphasis on MARC systems operations. The next paper covers the national bibliographic system including: CONSER, a serials data base; and automated register of additional locations; in the server the connection and participation in the ternational cooperation; and participation in the projects of various library organizations. Finally, various problems encountered in transition to an automated system are described. The informal discussion held at the end of the program is also transcribed. (LS)

A Report on Libraries.

Kiamichi Economic Development District of Oklahoma, Wilburton.

Spons Agency—Oklahoma State Dept. of Libra-ries, Oklahoma City.

Pub Date 75

МΙ

Note—88p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Characteristics, Con

Descriptors—Community Characteristics, County Libraries, Evaluation, Library Cooperation, *Library Networks, *Library Planning, Library Standards, Library Surveys, Policy, *Public Libraries, Regional Libraries, *Rural Areas, Statistical Data

ontifiers—Chocktaw Nation Multi County Library System, CNMCLS, KEDDO, Kiamichi Economic Development District of Oklahoma, Oklahoma (Pushmataha County) Identifiers—Chock taw

A study was made of library services in the Kiamichi Economic Development District of Oklahoma (KEDDO). Since six of the seven counties in the district belonged to the Chocktaw Nation Multi-County Library System (CNMCLS), particular attention was given to the seventh county, Pushmataha. The population, population, ocioeconomic factors, transportation system, and dustrial development in KEDDO were con-

sidered. Analysis of both the CNMCLS and the Pushmataha County Antlers Library showed that while the libraries of CNMCLS did not entirely meet Oklahoma state standards, CNMCLS was providing better services than Pushmataha Counproviding better services than Pushmataha County. Two possibilities for reorganization were proposed: (1) a joint city and county library could be formed, or (2) Pushmataha County could join CNMCLS and enjoy the benefits of CNMCLS's mail-a-book services; bookmobiles; centralized bookkeeping, book processing, and ordering; specialized equipment; larger book discounts; broader tax base; reference center; personnel training programs; and special programs for patrons. A specific recommendation was made that the Antlers Public Library Board of Trustees review evisting policies and was made that the Antiers Public Library Board of Trustees review existing policies and procedures and develop a written library policy. Appendixes include state and national library standards, CNMCLS salary and personnel classification schedules, a CNMCLS activities report, and a sample survey form. (LS)

ED 118 000

A Library Report for the COEDD District.
Central Oklahoma Economic Development Dis-

trict, Shawnee.

Spons Agency—Oklahoma State Dept. of Libraries, Oklahoma City. Pub Date [75]

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Community Characteristics, County Libraries, Evaluation, Library Cooperation,
*Library Networks, Library Planning, Library Standards, *Public Libraries, Regional Libraries, *Rural Areas, Statistical Data

Identifiers-*Central entifiers-*Central Oklahoma Econo Development District, COEDD, Oklahoma

Development District, COEDD, Oklahoma
An overview is provided of the Central
Oklahoma Economic Development District
(COEDD) library system, which serves seven
counties. A general analysis of COEDD's
background and purpose is followed by demographic and economic data for the area. An inventory of present library facilities and activities
is presented along with a comparison with state
standards, consideration of problem areas, and
suggested solutions. Finally, there are analyses of
library services in the individual counties of the
district. The conclusion indicates that most problems are related to inadequate funding. (LS)

ED 118 100

Zweifel, LeRoy G.
Survey of Machine-Readable Bibliographic and
Numerical Data Bases and Related Services in

Council of Wisconsin Librarians, Madison.

Library Surveys, On Line Systems entifiers—*Wisconsin

Identitiers—wisconsin
The results of a survey of machine-readable
data bases in Wisconsin are reported. Fifty-eight
data bases accessed by Wisconsin libraries are
listed alphabetically. Included in the descriptions
are the name of the data base, its subject coverage, its availability, the year it began, frequency of update, the current size of the file, the name of the printed equivalent, the thesaurus used, sources of information contained in the data base, the ways in which the data base can be searched, the persons to contact for additional information, and names of institutions through which the data base is available. Two other lists are provided: an alphabetical list of institutions accessing data bases in Wisconsin, and a general subject index to the data bases. The survey instrument is appended. (Author/LS)

IR 003 002

National Science Foundation Programs.
National Science Foundation, Washington, D.C. Pub Date 21 May 75

Note—8p.; Paper presented at the National Computer Conference (Anaheim, California, May 21, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Computers, *Financial Support, Government Role, Institutional Role, National

Identifiers--AFIPS 75, *National Science Foundation

Established by Congressional Act in 1950, the National Science Foundation (NSF) is charged with a variety of responsibilities in the areas of education, research, applications of research, data gathering, and information dissemination. The foundation is governed by an appointed director and a national board and is primarily funded by the federal government. Spending approximately 10 percent of the nation's funds for research and development, the NSF sponsors research which promises substantial benefits for society in the future. Proposals are submitted to Established by Congressional Act in 1950, the society in the future. Proposals are submitted to society in the future. Proposals are submitted to an open competition, and winners are selected by a panel of experts. Since computers permeate most fields of science, the NSF also provides computer technology and time-sharing for subsidized researchers. Also, it is presently sponsoring an overview study of the state of computer art in the United States. Other studies on computers and privacy and on the role of computers in chucational innovation will be forthcoming educational innovation will be forthcoming.

ED 118 102 IR 003 003

Pitts, Gerald N. Bateman, Barry L.
Software and Hardware Utilization in Computer
Medicine Education. Pub Date 20 May 75

Note—7p.; Paper presented at the National Computer Conference (Anaheim, California, May 20, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Biomedical Equipment, *Compu-ters, Facility Inventory, *Health Facilities, Health Occupations Education, Medical Education, *Programing Languages, Surveys Identifiers—AFIPS 75, FORTRAN

Computers are currently being used to perform medical tasks such as: (1) taking medical histories; (2) patient care and health-unit care management; (3) clinical and laboratory work; management; (3) clinical and laboratory work; (4) physiological signal monitoring; and (5) mul-tiphasic screening. In a survey of over 200 institu-tions, over 339 computer language applications were found, many of which were developed inhouse. The survey showed that commonly used languages such as FORTRAN, COBOL, and PL/1 ianguages such as PORIRAN, COBOL, and PL/I are used more often than the special purpose languages such as MUMPS, FOPS, and PILOT. Findings indicated that FORTRAN is the most adaptable for a wide spectrum of computer memory sizes. The results also showed that almost half the computers used in medical work was of the large minimum and the computers was followed. were of the large main memory type (64K of 3M), and that computer vending was dominated by International Business Machines and Digital Equipment Corporation. This information was intended to provide basic guidelines on the hardware and software likely to be available for developing medicine education curriculums. (EMH) were of the large main memory type (64K to

ED 118 103 IR 003 004

Martin, Susan K., Ed. Butler, Brett, Ed.
Library Automation; The State of the Art II.
Papers Presented at the Preconference Institute
on Library Automation (Las Vegas, Nevada,
June 22-23, 1973).
American Library Association Chicago III.

American Library Association, Chicago, Ill.

Note—191p.; Institute sponsored by the Information Science and Automation Division

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611

Document Not Available from EDRS

Descriptors— *Bibliographies, Cataloging, *Conference Reports, Indexing, Information Centers, *Library Automation, Library Circulation, Library Networks, Library Reference Services, Library Research, Library Technical Processes, School Libraries, Serials, State of the Art Reviews, University Libraries Eight papers are included in this report of the

Preconference Institute on Library Automation, June 1973. Papers addressing automation in user services, cataloging systems, acquisitions systems, and personnel are presented. Other papers focus on a review of the trends in library automation and computer technology, innovative strategies in systems and automation, and the outlook for the future. An extensive bibliography on library automation covering the last half of 1971, all of 1972, and the first half of 1973 is provided. The bibliography is organized by subtopic and primarily covers activity in North America. (CH)

ED 118 104 IR 003 005 Anglo-American Cataloging Rules. Chapter Six, Separately Published Monographs. American Library Association, Chicago, Ill.

Note—122p.; Incorporating Chapter 9, "Photo-graphic and Other Reproductions"; North American Text

American Text

Available from—American Library Association,
50 East Huron Street, Chicago, Illinois 60611 (\$2.50)

Document Not Available from EDRS

Descriptors—Bibliographic Citations Books

Identifiers-

*Cataloging lentifiers—*Monographs Chapter Six of the Anglo-American Cataloging Rules has been revised to accord with the International Standard Bibliographic Description for separately published monographs. Three of the appendixes also contain additions and revision concerning: (1) the glossary, (2) abbreviations, and (3) punctuation and diacritics. A concordance of rule numbers is included. (NR)

Anglo-American Cataloging Rules. Chapter Twelve, Revised. Audiovisual Media and Special Instructional Materials.

American Library Association, Chicago, Ill.

Pub Date 75

-56p.; North American Text

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611

Document Not Available from EDRS

Decument Not Available from EDRS
Descriptors—*Audiovisual Aids, *Cataloging, Charts, Films, Filmstrips, Games, *Instructional Media, Models, Programed Materials, Realia, Transparencies, Video Tape Recordings
Chapter 12 of the Anglo-American Cataloging Rules has been revised to provide rules for works in the principal audiovisual media (motion pictures, filmstrips, videorecordings, slides, and transparencies) as well as instructional aids (charts, dioramas, flash cards, games, kits, microscope slides, models, and realia). The rules for main and added entries as well as those applyfor main and added entries as well as those apply-ing to the descriptive portion of the catalog entry are described. A table summarizing provisions for physical description, cataloging examples, and a glossary of audiovisual terms are included. (NR)

ED 118 106

Kusnerz, Peggy Ann, Comp. Miller, Marie,

Comp.

Audio-Visual Techniques and Library Instruction.

Michigan Univ., Ann Arbor. Library Extension

Note-33p.; Prepared for Media and Messages Conference (Ann Arbor, Michigan, November 12-14, 1975)

Available from—University of Michigan, Library Extension Service, 2360 Bonisteel Blvd., Ann Arbor, Michigan 48105 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Audiovisual Aids, Behavioral Objectives, *Bibliographies, Films, Graphic Arts, Instructional Media, *Library Instruction, *Media Selection, Photography, Slides, Tape Recordings, Transparencies
Identifiers—Project LOEX
Most of the entries in this bibliography cite

printed sources of information about the use of audiovisual materials. Specific material about the use of audiovisual media for library instruction is also listed, as are six sample media presentations available from Project LOEX, Eastern Michigan University. Material cited ranges in date from 1960 through August 1975. (NR/PF)

ED 118 107 IR 003 009 Butler-Paisley, Matilda, Ed. And Others

Image of Women in Advertisements: A Prelimina-ry Study of Avenues for Change. Stanford Univ., Calif. Inst. for Communication

Research. Spons Agency-Ford Foundation, New York, N.Y.

Pub Date Sep 75

Note—40p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Change Strategies, Commercial Television, Communications, Content Analysis, *Females, Mass Media, *Publicize, Sex Dis-crimination, Sex Role, *Sex Stereotypes, Social Change, *Television Commercials, Viewing, *Womens Studies

The Center for Research on Women (CROW) at Stanford University along with the Communication Department, the Psychology Department, and the School of Education conducted a study the image of women in advertising and suggested ways to improve women's image in the advertising media. With the objective of sponsoring some alternatives to expedite change, the project focused on how advertising agencies and advertising agencies and advertising agencies and advertising advertising agencies and advertising advertising agencies and advertising all the advertising agencies and advertising advertising agencies and advertising advertising agencies and advertising advertising advertising advertising advertising adverti tisers interact and how they create images. The results of interviews and a literature search indicated that advertising agencies continued to respond to the profit motive rather than social needs. However, there seemed to be several ways of bringing about image change. These included (1) having large organizations, such as National Organization of Women (NOW), approach major advertisers and advertising agencies with sug-gestions for change; (2) having stockholders de-mand a more accurate presentation of women; (3) having large organizations boycott products with particularly offensive advertisments; (4) encouraging acceptance of recommendations made by the National Advertising Relations Board (NARB); and (5) urging the Federal Trade Commission (FTC) to be sensitive to presentations of women in commercials. The study concluded that alternatives needed to be backed up by research data showing the image of women portrayed by the advertiser or agency. (HB)

IR 003 010

Grignetti, Mario C. And Others
NLS-SCHOLAR: Modifications and Field Testing.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.

-Advanced Research Projects Spons Agency-Agency (DOD), Washington, D.C.; Air Force Systems Command, L.G. Hanscom Field, Mass. Electronic Systems Div.
Report No—ESD-TR-75-358
Pub Date Nov 75

Note-81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Computer Assisted Instruction, Computer Programs, *Individualized Programs, Instructional Technology, On Line Systems, Semantics, Tutoring entifiers—Natural Language Processing, *NLS Identifiers-

SCHOLAR

NLS-SCHOLAR is a prototype system that uses NLS-SCHOLAR is a prototype system that uses artificial intelligence techniques to teach computer-naive people how to use a powerful and complex editor. This new kind of computer assisted instruction system integrates systematic teaching with actual practice, keeping the user under tutorial supervision while allowing him to try out what he learns on the editor. NLS-SCHOLAR can be used as an on-line help system, outside the tutorial environment, in the course of a user's actual work. Testing on this system revealed that the teaching component of system revealed that the teaching component of NLS-SCHOLAR is very effective, but the system's performance as an on-line help facility needs improvement. Techniques used in NLS-SCHOLAR are general and can be applied to the teaching of a wide variety of computer related activities. (Author/CH)

ED 118 109 IR 003 011

Cavert, C. Edward, Comp.
Designing Diversity '75; Conference Proceedings,
National Conference on Open Learning and
Nontraditional Study (2nd, Washington, D.C., June 17-19, 1975). University of Mid-America, Lincoln, Nebr.

pons Agency—Federal Interagency Committee on Education, Washington, D.C.; Joint Council on Educational Telecommunication, Washington DC

Note—411p.; Not available in hard copy due to marginal reproducibility of original Available from—University of Mid-America, P.O. Box 82006, Lincoln, Nebraska 68501 (\$7.50; Cassette tape recordings of most sessions available for \$5.75 per session)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors-Alternative Schools, Communication Satellites, Computers, Conference Reports, Continuous Learning, Cost Effectiveness, *Curriculum, Delivery Systems, Educational Change, Educational Finance, *Educational In-novation, *Educational Research, *Educational Technology, Elementary Secondary Education, Technome, Government Evaluation, Government Groups, *Op-dary Education, Government Role, Libraries, roups, *Open Education, Post Telecommunication

In 1975, a national conference was held to discuss the current status of open learning and nontraditional studies, and to discuss plans for the future. This report contains some 75 essays classified into the following categories: (1) general issues, (2) management and financing patterns, (3) academic and curricular patterns, (4) communications technology and delivery patterns, and (5) research and evaluation patterns. A list of conference participants is also provided. (EMH)

ED 118 110 IR 003 012

Crandall, Nelson D.
CAI: Its Role in the Education of Ethnic Minori-

Pub Date Jan 76

ote—7p.; Paper presented at the Association for the Development of Computer Based Instruc-tional Systems Winter Conference (Santa Barbara, California, January 26-29, California,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—American Indians, *Computer Assisted Instruction, Elementary Secondary Education, *Ethnic Groups, Feedback, Locus of Control, Mexican Americans, Minority Groups, Negroes, *Reinforcement, *Self Concept, *Socioeconomic Background, Teaching cept, *Soci Techniques

According to the Coleman Report of 1966, the poor child considers his success a matter of fate or luck-something completely out of his control.

If a child with this outlook is going to succeed,
the child must receive immediate gratification for his educational achievements, and he must be shown that success is the result of a cause-and-efshown that success is the result of a cause-and-effect mechanism which he can personally control.

Computer assisted instruction is a nearly perfect instrument for this purpose because: (1) it gives the student total control; (2) it operates in a cause-and-effect mode; (3) it is direct; (4) it provides immediate for the change of (5) it provides immediate for the change of (5). vides immediate feedback; and (5) it gives specific, explicit directions. Results of several ex-periments have shown that computer assisted instruction can dramatically improve results on standardized tests. (EMH)

ED 118 111 IR 003 013

Federico, Pat-Anthony
Computer Simulation: A Technique for Studying
Psychosocial and Sociotechnical Systems. Navy Personnel Research and Development Center, San Diego, Calif. Report No.—NPRDC-TN-76-3 Pub Date Jan 76

Note-63p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage *Computers, Literature Reviews, Management Games, Organizational Theories, Psychology, Simulation, Sociology, Sociometric

Techniques entifiers—Organizational Research, *Personnel Research, Psychosocial Systems, Sociotechnical

Systems

Navy personnel research conducted a comprehensive review of the literature on computer simulation studies to determine whether simulasimulation studies to determine whether simula-tion methodology could be used to improve scientific understanding of psychosocial and sociotechnical systems. The literature search in-dicated that computer simulation could provide tools for the study of organizational behavior, and it was concluded that the advantages resulting from using simulation techniques outweigh the difficulties encountered in their implementation. (CH)

ED 118 112 IR 003 015 An Alerting Service Bibliography on Libraries and Media. Fifth Edtion. 95

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date Feb 76 Contract-NIE-C-74-0027

Note-11p.

Available from-ERIC Clearinghouse on Information Resources, Alerting Services Bib, SCRDT, Standard University, Stanford, California 94305 (Self-Addressed Stamped 9x12 inch Manila envelope MUST accompany request)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Annotated Bibliographies, diovisual Aids, *Childrens Books, *Films, Information Science, *Information Sources, Instructional Media, Libraries, *Library Science This annotated bibliography cites 66 recently issued items in the areas of audiovisual media children's literature, film, information sources, instructional materials, library science, and education. Each citation includes ordering information as well as a bibliographic reference. (DS)

Tannenbaum, Robert S. APEX: A Computerized Simulation Game as the Basis for an Undergraduate Interdisciplinary Course.

Pub Date 27 Jan 76

Note-9p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Winter Conference (Santa Bar-bara, California, January 27, 1976) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Computer Oriented Programs, Decision Making, Games, *Health Occupations Education, Higher Education, Management Games, *Role Playing, *Simulation Identifiers-APEX

APEX is a computerized gaming simulation; it is also the name of an interdisciplinary course in environmental problems in urban areas in-troduced at the School of Health Science, Hunter College of the City University of New York. In the course, students assume the roles of decision makers in both the private and public sectors. They receive data and make decisions necessary to "run" the community. Their decisions are used as input to a computerized simulation of the community. Results generated by the computer are used as the bases for subsequent problems and decisions. APEX stimulates student interaction and encompasses broad decision-making areas in an integrated manner. Student responses to the course has been positive, and there are plans add more roles to the APEX simulation. (CH)

IR 003 018

Cohen, David Multi-Ethnic Media; Selected Bibliographies in Print.

American Library Association, Chicago, Ill. Of-fice for Library Service to the Disadvantaged. Pub Date 75

Note-37p.

IMI

Note—3/p.

Available from—American Library Association,
Publications Department, 50 East Huron Publications Department, 50 East Street, Chicago, Illinois 60611 (\$2.00) Document Not Available from EDRS

Descriptors-Adolescent Literature, *Annotated Bibliographies, Audiovisual Aids, Authors, Childrens Literature, Cultural Differences, *Cultural Interrelationships, Cultural Pluralism, Disadvantaged Groups, Elementary Secondary Education, *Ethnic Groups, History, Instructional Media, Library Materials, Library Services, *Minority Group Children, Minority Groups, Minority Role, Racism, Resource Materials, Self Concept, Sex Stereotypes, Textbooks

A guide to multi-ethnic materials is presented in three parts. The first is an annotated bibliog-raphy of bibliographic essays which cover such subjects as minorities in children's books, racism, minority literature and cultures, minority selfconcept, sexism, minority authors, library services, intercultural understanding, and textbooks. The second section is an annotated list of bibliographies. These cite books and articles on minority authors and literature, minority culture and history, teaching materials, and library materials. Information sources are listed and described in the third section which cites books, periodicals, organizations, information services, and indexes. Most of the items in all three sections are concerned with children's and young adult books and audiovisual materials, and are primarily aimed at the educator and librarian American blacks, Spanish-speaking, Asians, Indi-ans, and Jews are heavily emphasized with occasional mention of other minorities. (LS)

ED 118 115 IR 003 019 k, Listen, Explain; Developing Community

Library Services for Young Adults.

American Library Association, Chicago, Ill.

Young Adult Services Div.

Pub Date 75 Note—29p.

Available from—American Library Association, Publications Department, 50 East Huron

Available from—American Library Association, Publications Department, 50 East Huron Street, Chicago, Illinois 60611 (\$2.00)

Document Not Available from EDRS
Descriptors—Library Planning, *Library Programs, Library Services, Manuals, *Outreach Programs, Program Evaluation, Program Planning, *Public Libraries, *Young Adults Plans are provided for developing a young adult program both in the library and in the community. Community investigation methods are described—where to look for information, or-sanizations to contact, places where youth constitutions.

ganizations to contact, places where youth congregate and may be reached, ways to cooperate with schools, and how to survey the target group. Suggestions are made for developing a program based on the needs of the young adult community. These include establishing a good basic in-library program, training of library staff, involving young adults in the planning and encouraging public relations, followup, and techniques for continuous evaluation of the program are also covered. Forms used in developing, publicizing, evaluating, and reporting the programs are appended. (LS)

ED 118 116 Guidelines for Audiovisual Materials and Services

for Large Public Libraries.
Public Library Association, Chicago, Ill

Pub Date 75

Note-43p.; Prepared by the Audiovisual Com-Available from—American Library Association, Publications Department, 50 East Huron

Street, Chicago, Illinois 60611 (\$2.95)

Document Not Available from EDRS
Descriptors—Audio Equipment, *Audiovisual escriptors—Audiovisual Centers, Budgets, Federal Aids, *Audiovisual Centers, Budgets, Federal Aid, Financial Support, Library Circulation, Library Equipment, Library Facilities, Library Programs, Library Services, *Library Standards, Media Selection, Personnel, Projection Equipment, *Public Libraries, Regional Programs, State Aid, State Programs, Statistical Data

Revised guidelines are provided for audiovisual materials and services in public libraries serving a population of 150,000 or more. A glossary of terms is followed by definitions of responsibility at the federal, state, regional, and local levels. Allocation of 10 to 15 percent of the materials budget for audiovisual resources is recommended. Other recommendations cover circulation policies, public access, materials selection and handling, and copying. Minimum standards are stated for purchasing specific kinds of materials and staffing the collections. Personnel needs are outlined for state and regional audiovisual collections. Twelve recommendations are made concerning minimum space and equipment, with specific equipment itemized. Finally, standards for maintaining statistical data are given. A form for listing holdings data is appended. (LS)

ED 118 117 Recommendations for Audiovisual Materials and Services for Small and Medium-sized Public

Public Library Association, Chicago, Ill.

Note-35p.; Prepared by the Audiovisual Committee

-American Library Association, Department, 50 East Huron Available from-Publications Department, 50 East Street, Chicago, Illinois 60611 (\$2.95)

Document Not Available from EDRS Descriptors—Audio Equipment, *Audiovisual Aids, *Audiovisual Centers, Budgets, Federal Aid, Financial Support, Library Circulation, Library Equipment, Library Facilities, Library Programs, Library Services, *Library Standards Charles Standards Control Co *Audiovisual dards, Media Selection, Personnel, Projection Equipment, *Public Libraries, State Aid, Statistical Data

Guidelines are provided for audiovisual materials and services in public libraries serving a population of 150,000 or less. A glossary of terms is followed by definitions of responsibility at the federal, state, regional, and local levels. A minimum allocation of 15% of the materials budget for audiovisual resources is recommended Necessary supporting services are listed, and minimum standards, based on population, are stated for specific kinds of materials. Local personnel needed to run an audiovisual program are described, and nine recommendations are made for minimum space and equipment, with specific equipment itemized. Finally, standards for maintaining statistical data are given. A form for listing holdings data is appended. (LS)

ED 118 118 IR 003 022

ED 110 110
Waillancourt, Pauline M.
Institute for Health Care Libraries: Training of
Personnel (February 26, 1975 to May 14,

State Univ. of New York, Albany. School of Library Science. Pub Date 75

Pub Date 75
Note—93p.; Portions of the Appendixes have been removed due to marginal quality of original document; Best copy available
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors-Evaluation, Health Facilities, Information Networks, Information Retrieval, Information Networks, Information Retrieval, Information Services, *Institutes (Training Programs), Institution Libraries, Library Cooperation, *Library Education, Library Schools, Library Science, *Medical Libraries, Post Secondary Education, Professional Continuing Education, Regional Programs Identifiers—Regional Medical Program

An institute was set up to train 20 current employees to provide information, extrieval and

ployees to provide information retrieval and document delivery in libraries of health facilities in the northeastern United States and to promote familiarity with existing networks and regional systems. Participants included secretaries, medical record managers, volunteers, and others, with education ranging from high school graduation to a master of library science degree. Over a period of two weeks participants were exposed to infor-mation about health care facilities and libraries, the National Library of Medicine, specialized reference materials, book and periodical selecreterence materials, book and periodical selec-tion, library technical processes, government publications, binding, reference services, inter-library loans, information networks, copyright, the Medical Library Association, medical data bases, and funding and budgets. In addition, par-ticipants made the circuit to read in 18. ticipants made two site visits to medical libraries and saw slide presentations from two others. Evaluations found the insittute very successful, and provisions for follow-up were made. Appendixes include a pretest and a posttest. (LS)

ED 118 119 IR 003 024 Cover to Cover; a Literature Course, Grades 5 and 6.

National Council for Chicano Sociolinguistic Research Pub Date 75

-100p.

Available from—ITV Co-op, c/o WETA-TV, Box 2626, Washington, D.C. 20013 EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Adolescent Literature, *Annotated Bibliographies, *Course Descriptions, Educational Television, *Elective Reading, Grade 5, Grade 6, *Independent Reading, Literature Reviews

Identifiers—*Cover to Cover
As an introduction to "Cover to Cover," a 32program educational television series designed to encourage fifth and sixth graders to read for pleasure, this text provides a variety of background materials for each book featured in the series. Each unit focuses on one book and includes a sampling of reviews and a synopsis of the plot, and additional information is provided which might enable the teacher to accurately match the book with the interest and abilities of students. Each selection is accompanied by a list of other books similar in interest and difficulty. The second part of the test is an annotated bibliography of all the featured and suggested books from the "Cover to Cover" series. (EMH)

ED 118 120 IR 003 025 Christopher, Lochie B. Harrelson, Orvis A. Guide to Self, Incorporated.

Agency for Instructional Television, Bloomington,

Pub Date 75

Note—39p. Available from—Agency for Instructional Televi-sion, Box A, Bloomington, Indiana 47401 sion, B(\$1.00)

(\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—"Adolescence, Adolescents, Communication Skills, Course Descriptions, Family Relationship, Humanistic Education, *Interpersonal Competence, Middle Schools, *Self Acceptage Computer Service Middle Sc Teaching tualization, Sex Role, Sexuality, Ter Guides, *Television Curriculum, *Values

Identifiers—Life Coping Skills, *Self Incorporated
This guide is a description of a course designed This guide is a description of a course designed to help 11-to-13-year-olds cope with the problems that arise as a result of the physical, emotional, and social changes they are experiencing. The package, called "Self-Incorporated," consists of 15 15-minute television programs, this teacher's guide, and related materials which concentrate on life-coping concepts and skills. Each unit is composed of a true-to-life scenario, a list of exploratory questions for following the control of the control o of exploratory questions, and suggestions for fol-lowup activities. (EMH)

IR 003 026 1976 Television; a Catalog of Instructional Televi-sion Courses and Related Material.

Agency for Instructional Television, Bloomington,

Pub Date 76

Pub Date 76
Note—98p.
Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—"Catalogs, "Course Descriptions,
Curriculum, "Educational Television," Video
Tape Recordings

Identifiers—Agency for Instructional Television
This catalog begins with a brief history of the
Agency for Instructional Television, and it includes descriptions of some of the agency's pro-jects and a list of its staff members. The bulk of the text, however, is devoted to the listing of over 100 educational videotapes and tape series. Each tape or series is listed according to subject and grade level, and each entry has a course descrip-tion which includes information about title, length, teacher's guide, producer, content synop-ses, and an outline of the units of instruction. Many of the entries are self-contained programs fo instruction. (EMH)

ED 118 122

IR 003 027

Some Final Reflections on Dual Audio Television.
Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 75 Note-5p.; For related documents see Ed 094 753 and IR 003 028-030

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Audiovisual Instruction, *Commercial Television, *Educational Radio, Educational Research, Elementary Education, *Experimental Programs, Instructional Innovation, Programing (Broadcast), Television, *Television Research, Television Viewing, Vocabulary, Vocabulary Development Identifiers—*Dual Audio Television, Philadelphia City Schools
The Philadelphia City Schools engaged in a four-year program to develop and test dual audio

The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amount of time they spend watching commercial television. The format consisted of an instructional radio broadcast that acsisted of an instructional radio broadcast that ac-companied popular television shows and at-tempted to clarify and amplify the vocabulary and word concepts that were introduced. The power of the dual audio was that it piggy-backed on an already existing delivery system, but difficulties derived from attempting to inject educa-tional content into formats that were in many ways inimical to good teaching practice. Research revealed that certain methods of presentation were more effective than others, but the overall results were disappointing. (EMH)

ED 118 123

IR 003 028

Borton, Terry And Others
Dual Audio Television; an Experiment in Saturday
Morning Broadcast and a Summary Report.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date 75

Note—21p.; For related documents see Ed 094 753 and IR 003 027-030

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Audiovisual Instruction, *Commercial Television, *Educational Radio, *Educational Research, Elementary Education, *Experimental Programs, Instructional Innovation, Instructional Technology, Programing (Broadcast), Research Methodology, Statistical Analysis, Statistical Data, Television, *Television Research, Television Viewing, Vocabulary, Vocabulary Development Identifiers—*Dual Audio Television, Flintstones, Gilligans Island, Philadelphia City Schools, Scooby Doo

Gilligans Island, Philadelphia City Schools, Scooby Doo
The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amounts of time they spend watching commercial television. The format consisted of an instructional radio broadcast which recommends possible talevision cheen seems of the commendation of the programment possible talevision. sisted of an instructional radio broadcast which accompanied popular television shows and attempted to clarify and amplify the vocabulary concepts that were presented. Supplementary audio broadcasts were developed for Gilligan's Island," "The Flintstones," and "Scooby Doo," and studies were conducted to measure their levels of utilization and their effects on vocabulary development. Results showed that the au-dience size was insufficient to justify national networking, and the instruction was effective for only a portion of the intended audience. (EMH)

ED 118 124

IR 003 029

Borton, Terry And Others
Dual Audio Television Instruction; A Manual for Writers and Announcers (Draft).
Philadelphia School District, Pa. Office of Cur-

riculum and Instruction.

Note-56p.; For related documents see ED 094 753 and IR 003 027-030 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors-Audiovisual Instruction, *Commer-

cial Television, *Educational Radio, Elementa-ry Education, Instructional Technology, ciai Television, "Educational Radio, Elementa-ry Education, Instructional Technology, "Manuals, Programing (Broadcast), "Scripts, Teaching Procedures, Television, Vocabulary Development, "Writing, Writing Skills Identifiers—"Dual Audio Television, Philadelphia

City Schools

The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amounts of time they spend watching commercial television. The format conwatching commercial television. Interformat con-sisted of an instructional radio broadcast which accompanied popular television shows and at-tempted to clarify and amplify the vocabulary concepts that were presented. To assist the writers and announcers of the dual broadcasts, a manual was developed which emphasized relevant learning theory and demonstrated practical techniques to bridge the middle ground between what is immediately obvious in the television broadcast and some more generally useful educational information. The manual lists basic pedagogical principles and illustrates how these principles should be exercised within the constraints of commercial productions. (EMH)

ED 118 125

Powers, Donald E.

Dual Audio Television: An Evaluation of a Six-Month Public Broadcast.

Educational Testing Service, Princeton, N.J.; Philadelphia School District, Pa. Office of Curriculum and Instruction

Report No-ETS-PR-75-21 Pub Date Oct 75

Note-68p.; For related documents see ED 094 753 and IR 003 027-029

753 and IR 003 027-029
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Audiovisual Instruction, "Commercial Television, "Educational Radio, Educational Research, Elementary Education, "Experimental Programs, Instructional Innovation, Instructional Technology, Programing (Broadcast), Research Methodology, Statistical Analysis, Statistical Data, Television, "Television Research, Television Vicewing, "Vocabulary Development

Research, Television Viewing, Vocabulary, Vocabulary Development Identifiers—*Dual Audio Television, Flintstones, Philadelphia City Schools

The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amount of time they spend watching commercial television. The format consisted of an instructional radio broadcast that ac-companied popular television shows and at-tempted to clarify and amplify the vocabulary and word concepts that were introduced. Using such a format for the "Flintstones" program, a study attempted to find the degree to which students could be encouraged to listen to the radio supplement, and the degree to which the special broadcast increased vocabulary learning. Results showed that differences in encouragement made only very slight differences in the rate of listening and that listening did not account for a significant portion of the variation in students' vocabulary improvement. (EMH)

ED 118 126

IR 003 031

Todd, Alan D.
The Influence of Contextual Stimuli on Test Performance of College Students.
Pub Date Mar 76

Pub Date Mar 76
Note—9p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Aneheim, California, March 29-April 2, 1976)
EDRS Price MF-80.83 HC-\$1.67 Plus Postage
Descriptors—*College Students, *Educational Environment, *Educational Research, Educational Texture Hights Education Performance Performance

tional Testing, Higher Education, Performance Factors, Research Projects, *Testing Problems Identifiers—AECT 76

To assess the effect of contextual stimuli on learning, a study was conducted to see if provid-ing instruction to students in one setting and test-ing them in yet another setting had an effect on their recall. Twenty-eight college students were randomly divided into two groups, and both were exposed to a multimedia instructional presenta-tion. Then, one group was tested in the laborato-ry where they were instructed, and the other group was transfered to another location and then tested. An analysis of the test results showed that the displaced group scored significantly lower. (EMH)

ED 118 127

IR 003 032

Ausburn, Lynna J. And Others
A Comparison of Remedial and Non-Remedial
Readers on Selected Perceptual Style Variables.
Pub Date Mar 76

Note-16p.; Paper presented at the Association for Educational Communications and for Educational Communications and Technology Annual Conference (Anaheim, California, March 29-April 2, 1976) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EUNS Price MF-50.83 HC-\$1.67 Plus Postage Descriptors—Character Recognition, Educational Research, High School Students, "Perception, Perceptually Handic:pped, Reading, Reading, Ability, "Reading Difficulty, "Reading Research, Remedial Reading, Research Methodology, "Research Projects, Secondary Education, Statistical Analysis

Identifiers-AECT 76

Identifiers—AECT 76
An individuals ability to read is heavily influenced by the style in which he perceives letters and words. A study investigated the effect of the following two elements of perception: (1) field independence—the degree to which the subject is able to distinguish symbols and characters despite the complexity of the background; and (2) reflexity the degree to which the subject conjuints. the complexity of the background; and (2) reflexivity—the degree to which the subject considers alternative interpretations. Using the Hidden Figures Test and the Matching Familiar Figures test, researchers examined 40 subjects between the ages of 15 and 17 who had been identified as either average or remedial readers. Test results showed that the average readers scored signifi-cantly higher, indicating that they were more field independent and reflective than the remedial group. A detailed discussion of the research methodology and tabular results are included. (EMH)

ED 118 128 95 IR 003 033 The Best of ERIC on Library Services to Native Americans

Americans.

New Mexico State Univ., University Park. ERIC

Clearinghouse on Rural Education and Small
Schools.; Stanford Univ., Calif. ERIC

Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (D
HEW), Washington, D.C.

Pub Date Mar 76

Contract. NIE C 24 6022

Contract-NIE-C-74-0027

Collaboration Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

*American Indians, *An-

Descriptors—Abstracts, *American Indians, *Annotated Bibliographies, Bibliographies, *Library Services, Reference Materials Identifiers—*Educational Resources Information Center, ERIC

This bibliography includes the best of the materials in the national Educational Resources Information Center (ERIC) system dealing with the library services available to Native Americans. The materials are presented in a computer printout format and include citations from two ERIC publications, "Resources in Education" and "Current Index to Journals in Education." Each entry includes the title, author, origin, publisher, and availability; and many entries are accom-panied by a brief summary of the contents of the document. (EMH)

ED 118 129 IR 003 034

Tillin, Alma M. Quinly, William J.
Standards for Cataloging Nonprint Materials.
Fourth Edition. An Interpretation and Practical Application.

Association for Educational Communications and Technology, Washington, D.C. Pub Date 76

Note-245p.
Available from-Publications Department, As-

Available from—Publications Department, Association for Educational Communications and Technology, 1201 16th Street, N.W., Washington, D.C. 20036 (\$4.95)
Decument Not Available from EDRS
Descriptors—*Audiovisual Aids, *Cataloging, Catalogs, *Classification, Films, Filmstrips, Games, Instructional Media, Manuals, Phonograph Records, Realia, Slides, *Standards, Transparencies, Video Tape Recordings Standards established by the Association for Educational Communications and Technology (AECT) set forth basic cataloging rules that apply to all types of nonprint materials. Included are all elements needed to identify, describe, and

are all elements needed to identify, describe, and retrieve an article. Cataloging rules are applied to 18 specific media formats including audiorecording, films, filmstrips, slides, realia, and videorecording. Sample cards illustrate the cataloging of each type of material. Included in the 7 appendixes are a chart showing which items should be included in the collection for 18 forms of media, a glossary, a list of abbreviations, an 18-item bibliography, and suggested designators and coding for print materials. (DS)

ED 118 130 IR 003 035

Stonebraker, Michael And Others

The Design and Implementation of INGRES.
California Univ., Berkeley. Electronics Research Lah

Spons Agency-Army Research Office, Durham,

Report No-UCB-ERL-M-577

Pub Date 27 Jan 76

Note-74p.; Not available in hard copy due to marginal quality of original document; Best copy available EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Pescriptors—Computer Graphics, *Computer Programs, Computers, Data Bases, Electronic Data Processing, *Man Machine Systems, Programing, Programing Languages Identifiers—*Data Base Management Systems,

INGRES

The currently operational version of the IN-GRES data base management system gives a rela-tional view of data, supports two high level, nontional view of data, supports two high level, non-procedural data sublanguages, and runs as a col-lection of user processes on top of a UNIX operating system. The authors stress the design decisions and tradeoffs in relation to (1) structur-ing the system into processes, (2) embedding one command language in a general purpose programing language, (3) the algorithms implemented to process in interactions, (4) the access methods implemented, (5) the concurrency and recovery control provided, (6) support for views, protection and integrity constraints, and (7) the data structures used for system catalogs and role of the data base administrator. (Author/CH)

ED 118 131 IR 003 036

Wong, Eugene Youssefi, Karel
Decomposition: A Strategy for Query Processing.
California Univ., Berkeley. Electronics Research Lab

Spons Agency-Army Research Office, Durham, N.C.; Joint Services Electronics Program, Fort Monmouth, N.J.

Report No-UCB-ERL-M-574 Pub Date 15 Jan 76

JMI

Note-37p.; Not available in hard copy due to marginal quality of original document; Best copy available EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Algorithms, *Computer Programs, Computers, Computer Science, Data Processing, Information Science, *Programing Languages Identifiers—INGRES, Nonprocedural Rational

Languages, *Query Processing
Multivariable queries can be processed in the
data base management system INGRES. The general procedure is to decompose the query into a sequence of one-variable queries using two processes. One process is reduction which requires breaking off components of the query which are joined to it by a single variable. The other process, tuple-substitution, involves sub-stituting for one of the variables a tuple at a time. The query processing algorithm has been developed for QUEL, the data language for IN-GRES. Algorithms for reduction and for choosing the variable to be substituted are given. The decision about which variable to substitute depends on estimation of costs, and some procedures for making cost estimates are outlined. (Author/CH)

ED 118 132 IR 003 037 Webster, Duane E.
The Staff Development Implications of Manage-

ment Self-Study.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Stu-

Pub Date 23 Jan 76

Note—7p.; Paper presented at the Continuing Library Education Network and Exchange As-sembly (First, Chicago, Illinois, January 23-24, 1976)

1976)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Librarians, Libraries, *Library Administration, Library Research, *Management
Education, Personnel Management, Professional Continuing Education, *Professional Personnel, Research Libraries, Staff Improvement Identifiers—CLENE 76, Management Review and Analysis Program, MRAP, *Organizational Self

Study
The Management Review and Analysis Program (MRAP) provides resources and guidelines for a research library to use in conducting an in-ternal assessment of management practices. The ternal assessment of management practices. The MRAP self-study project has two components: a procedural methodology for conducting the analysis, and a conceptual framework provided to assist in evaluation. The study normally occurs over one year and a second year is generally devoted to the implementation of study results. Participating libraries have access to the program annual data, collection instruments, group manual, data collection instruments, group development exercises, and other resources including consultation and personal assistance. Experience applying MRAP to library problems provides information on organizational learning and information on common barriers which may limit growth and development of library staff. (CH)

IR 003 038 Knowles, Malcolm S.

The Future Role of Libraries in Adult Education.

Pub Date 23 Jan 76 Note—7p.; Paper presented at the Continuing Library Education Network and Exchange As-sembly (First, Chicago, Illinois, January 23-24,

1976) Journal Cit-Southeastern Librarian: Winter 75

p. 43-7 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Education, Adult Learning,
*Continuous Learning, External Degree Programs, Information Centers, *Librarians, Libraries, *Library Role Identifiers-CLENE 76

Identifiers—CLENE /0
Non-traditional study has brought equivalency programs for adults, in-service education programs, institutes and special courses, continuing education centers, and external degrees. The key features of the non-traditional approach to educa-tion are redefinition of the roles of student and tion are redefinition of the roles of student and teacher, the use of learning contracts, and the multiplicity of resources for adult educaton. Lifelong learning will require resource centers with specially trained professional resource librarians. (CH)

ED 118 134 IR 003 039

Line, Maurice B. And Others
The Research Procedures of Social Scientists. Research Report No. 5.

Bath Univ. of Technology (England). Univ.

Pub Date Nov 71
Note—27p.; Investigation into Information
Requirements of the Social Sciences
EDRS Price Mr-\$0.83 HC-\$2.06 Plus Postage
Online Data Collection, "Information Descriptors—Data Collection, *Information Needs, Information Services, *Methods Research, Models, Research, *Research Methodology, *Social Science Research, Social Sciences

Identifiers—Great Britain, INFROSS Survey The objective of this investigation was to col-lect data on the needs of information users which could serve as a basis for the design of informa tion systems in the social sciences. Research habits of social scientists were explored to identify research procedures and problems of research including circumstantial and environmental variables. A profile of how social scientists conduct their research concludes this report. (CH)

ED 118 135 IR 003 040 Stories to Talk About; A Television Series. KTEH-TV, San Jose, Calif. Pub Date 75

Note-41p.

Available from-Kteh/Channel 54, Skyport Drive, San Jose, California 95110 (\$0.50)

Document Not Available from EDRS

Descriptors—Creative Expression, *Curriculum Guides, *Educational Television, Elementary Guides, *Educational Television, Elementary Education, *Films, Teachers, *Teaching Guides A teacher's curriculum guide presents a sum-mary of the content of 15 film programs telecast by KTEH, an instructional television station. Objectives, pre-telecast suggestions, and followup activities are presented. These color films are suitable for grades 1-4 and are booked from Learning Corporation of America. (DS)

ED 118 136 IR 003 041

Roberts, S. A. Bradshaw, R. G.
CLOSSS: A Machine Readable Data Base of Social Science Serials, Progress Report, 1971-1972. Working Paper No. 8.
Bath Univ. of Technology (England). Univ.

Pub Date Mar 73

Pub Date Mar 7).

Note—118p.; Design of Information Systems in the Social Sciences; For a related document see ED 060 876; Some pages may not reproduce clearly due to size of print EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—Bibliographies, Cataloging, Computer Oriented Programs, *Data Bases, *Information Systems, Libraries, Library Automation,
*Library Research, Library Technical
Processes, *Serials, *Social Sciences
Identifiers—*Bibliometric Studies, Checklist of
Social Science Serials, CLOSSS, Design Information Systems Social Sciences, Great Britain,
Machine Readable Files

Machine Readable Files

Deisgn of Information Systems in the Social Sciences (DISISS) is a research project conducted to describe the main characteristics of the literature of the social sciences using bibliometric techniques. A comprehensive machine readable file of social science serials was developed which is called CLOSSS (Check List of Social Science Serials). Data collection, data format procedures. editing and coding serials data, file creation, and analysis of the data base are all necessary opera-tions for construction of a machine-readable file of bibliographical data. Data collection sheets, classification and coding procedures and labels are appended along with a diagram of main components of a CLOSSS record. (CH)

ED 118 137 IR 003 042 White, Carl M.

A Historical Introduction to Library Education: Problems and Progress to 1951.

Note-301p.

Available from—Scarecrow Press, Inc., P. O. Box 656, Metuchen, New Jersey 08840 (\$11.00) Document Not Available from EDRS

Document Not Available From EDRS

Descriptors—Apprenticeships, History, Librarians, Libraries, *Library Education, Library Role, *Library Schools, *Library Science, Professional Education, Technical Education

The growth of libraries and of technical educations in the second of the control of the second of the control of the second of t

tion in the middle of the 19th century led to the organization of Melvil Dewey's School of Library Economy in 1887. The School offered a technical course to replace the apprenticeships then in favor. Its curriculum persisted as the model for library education through 1920. A break with the early form of library training came with the "Carnegie impulse," the stimulus that catalyzed a na-tional movement within the library profession to fall within the general reconstruction of higher education which was in full swing by World War II, and with the reorganization led by the Board of Education for Librarianship which focused attention on problems of educational administra-tion. The latest development involved a transition to the acceptance of library education as a university responsibility. (Author/PF)

ED 118 138 IR 003 043

Waserman, Manfred, Comp.
Bibliography on Oral History. Revised Edition.
Oral History Association, New York, N. Y.
Pub Date 75

Note—3-p.
Available from—Oral History Association, P.O.
Box 13734, North Texas State University,
Denton, Texas 76203 (\$3.00)
Document Not Available from EDRS
Descriptors—*Annotated Bibliographies, Library
Collections, *Local History, *Oral History, So-

cial History

Over 300 annotated citations to essays, articles, and speeches on oral history published from 1953 through 1974 are listed. Eight oral history collection catalogs and 37 books that incorporate oral history materials are included. A subject guide to the citations is also included. (DS)

ED 118 139

IR 003 044

Mikhailov, A. I., Ed.

International Forum on Information and Docu-mentation. Volume 1, Number 1.

International Federation for Documentation, The Hague (Netherlands). Pub Date 75

Note—51p.

Available from—Federation Internationale de Documentation (FID), Secretariat General, 7, Hofweg, La Haye, Pays-Bas (50 Dutch guil-

Document Not Available from EDRS

Descriptors—*Documentation, *Information Processing, *Information Science, International *Information Organizations, Microforms, Scholarly Journals Intended as an international medium for the

exchange of ideas and experience in scientific and technical information, this journal publishes scholarly papers from various countries. issue contains: (1) articles on communication in science, (2) a book review, (3) a column intended to clarify concepts and terminology in the field of documentation, (4) another column giv-ing current information, and (5) a list of 57 new monographic titles on information science. (DS)

ED 118 140

Using Satellite Technology to Increase Professional Communications Among Teachers: a Report of Experiments Conducted by the National Educa-

tion Association.

National Education Association, Washington,
D.C. Div. of Instruction and Professional Development.

Pub Date Aug 75 Note-76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Communication Satellites, Educa-tional Innovation, *Educational Television, Formative Evaluation, *Buccational Television, Formative Evaluation, *Inservice Teacher Education, Instructional Materials, Instructional Media, Outreach Programs, (Broadcast), *Rural Education, *Teacher Associations

sociations
Identifiers—Alaska, Fiji, Hawaii, National
Aeronautics and Space Administration, *National Education Association, New Zealand, Pan Pacific Satellite Pilot Series, PEACESAT

Network The National Education Association (NEA) in conjunction with the National Aeronautics and Space Administration, the National Library of Medicine, The Alaska Broadcasting Commission, and the Pacific PEACESAT Network, conducted four satellite experiments designed to improve professional communication among teachers. These programs were the Satellite Seminar, the NEA-Alaska Hour, NEASAT, and the Pan-Pacific Satellite Pilot Series. The report concluded that: (1) teacher-to-teacher exchange is the program's most important aspect; (2) when the course is offered for credit there is less teacher participation; (3) sufficient time must be allowed to mail materials in advance of the programs; (4) a site coordinator is essential at every location, and (5) prior local coordination should be established with all potential users of a satellite radio station to select an optimum site. The advantages of using satellites as delivery systems for NEA programs were summarized. The appendix contains sample press releases, evaluation forms, and discussion questions. (NR)

ED 118 141 IR 003 046

Bramble, William J. And Others

Summative Evaluation of Diagnostic and Prescriptive Reading Instruction K-6 Course, Spring, 1975. (Evaluation: DPRI 2).

Appalachian Education Satellite Project, Lexington, Ky. Spons Agency-National Inst. of Education (D-

HEW), Washington, D.C. Report No—AESP-TR-12

Pub Date Sep 75

Note—135p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Communication Satellites, Curricu-lum Development, *Educational Television, *Elementary School Teachers, Formative Evaluation. Information Needs. Information Evaluation, Information Needs, Information Systems, *Inservice Teacher Education, In-structional Media, Programing (Broadcast), Questionnaires, *Reading Diagnosis, Reading Materials, *Rural Education, Teacher Education Curriculum

Identifiers—Appalachia, *Appalachian Educa-tional Satellite Project
An inservice educational television course, which offered individualized experience in diagnosing specific reading problems and in locating remedial materials, was beamed by communica-tion satellite to 286 elementary school teachers in the Appalachian region. Course evaluation con-cluded that: (1) participants demonstrated a sig-nificant gain in the cognitive area; (2) participants preferred programs which balanced theory and practice; (3) participants scored a nonsignifi-cant change in attitude; (4) site coordinators needed more training as facilitators; (5) a more efficient system of question relay and question screening should be utilized; (6) teacher-to-teacher exchange and field work were highly rated; (7) information retrieval systems would be utilized more frequently if the site coordinator possessed more training, the video program was improved, and the recommended materials were more accessible; (7) equipment performance was excellent; (8) participants considered the course experience valuable. Appendixes contain 25 tables and 4 illustrations, questionnaires, and evaluation forms. This was one of four Appalachian Education Satellite Projects. (NR)

Questions and Answers Regarding the Ad Hoc Committee's Position [on Copyright Law Revi-

Pub Date Jul 73

Note—11p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Computers, *Copyrights, Educa-tional Technology, *Laws, Legal Responsibility, *Legislation, Libraries, *Reprography, *Reprography, Teachers, Television Identifiers-Ad Hoc Committee on Copyright

Law Revision

The Ad Hoc Committee on Copyright Law Revision describes its position in a question and answer format. General questions about the committee and its objectives are followed by a description of the differing needs of copyright holders and educators. Since the committee's primary concern is that educators have adequate a cess to and use of copyrighted materials, the questions are centered around the fair use doctrine, a limited education exemption, copyright duration, waiver of statutory damages on in-nocent educational infringers, reproduction by libraries, use of broadcast materials, and use of educational technology, including computers. In each of these areas the existing and proposed laws are described and the committee's recommendations stated. The committee's position on a clearinghouse or statutory licensing system is given, and the requested limited educational exemption is described in detail. A proposed statute titled "Limitation on exclusive rights: Reproduc-tion for teaching, scholarship, and research" is appended. (LS)

IR 003 049 Cable Television; What's in It for Teachers? A Handbook for State and Local Education As-

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date [75]

Note-17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cable Television, Community Antennas, *Educational Television, *Guidelines, Instructional Media, *Teacher Role
Identifiers—Federal Communications Commis-

sion, *National Education Association

This handbook lists the reasons why educators at the local level should become involved in the development of education television programs for cable television. Developed by the National Edu-cation Association (NEA), it encourages use of the cable channels set aside for education by the Federal Communications Commission (FCC) before the channels are re-allocated for other uses A brief discussion of what cable television is and how it can benefit education is followed by reasons why schools should use it and how cable TV can serve teachers, students, parents, and the community. Suggestions for workshops for teachers, how to get started in television programing, and how to get programs on the cable are presented. Ideas for funding sources are also

IR 003 050

Miller, Lewis Alternative Futures and the Role of the Media. Workshop 2 (Toronto, Ontario, May 26-28,

Ontario Educational Communications Authority. Toronto.

Pub Date Jul 75

Note—44p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Penoris, *Futures

Descriptors—Conference Reports, *Futures (of Society), *Mass Media, *Political Socialization, Social Change, *Television, Trend Analysis, Workshops, World Affairs Identifiers—Media Roles

Educators, educational planners, and social critics convened in Toronto (Ontario, Canada) May 26-28, 1975, to discuss the role of the media, especially television, in planning for the future. The emphasis of the workshop was on political and social futures, specifically materials and situations which would enable people to gain more control over their lives. The five major themes of the plenary sessions and discussions were: images of the future; social, environmental, were: images of the future; social, environmental, and physical trends; counter-trends; the colonizers and the colonized of the future; and anticipatory democracy for informed decision making. The task of the futures project was thus defined as providing materials and information about the future, and helping establish political structures to deal with it. Study groups met and reported on three specific areas: (1) the project's purpose (2) the mean of achieving this purpose. purpose, (2) the means of achieving this purpose, and (3) the contents appropriate to the five major themes of the workshop. Lists of partici-pants in the conference and in specific groups are included, as are some participants' comments on a draft of the report. (Author/LS)

ED 118 145 Krull, Robert Watt, James H., Jr.

Television Program Complexity and Ratings. Pub Date May 75

Note-29p.; Paper presented at the American Association for Public Opinion Research Con-ference (Itasca, Illinois, May 1975) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Age Differences, "Audiences, Behavioral Science Research, "Complexity Level, "Programing (Broadcast), "Rating Scales, Television, "Television Research,

States, Television Viewing
This paper applied findings from studies using
the kind of viewing measures used by social
scientists, to the relationship between programing and viewership when viewership is measured by means used by producers. Total aggregate viewer ship and the relationship of viewers' ages to viewership was concentrated on. Effects of competing programs on aggregate viewership (the sue of counter-programing) was not dealt with. The relationship of program form complexity to

viewership as measured by ratings was also exviewership as measured by ratings was also examined. The expected preference for middle program complexity values in general on the part of viewers failed to appear. Age was found to be strongly related to the amount of viewing, and the degree of program complexity seemed to be moderately related to the age of viewers. Changes moderately related to the age of viewers. Changes in program complexity appeared to cancel one another out. Programs high in complexity were attractive to young adults; however, these individuals did not watch much television. The net effect appeared to be a rather flat response of total audience size to changes in program comtotal audience size to changes in program com-plexity. Noncommercial programs appeared to be less complex in form than commercial programs and their ratings suffered as a result. Also, pro-gram complexity was likely to be related to production cost. (HB)

ED 118 146 ISBD(M), International Standard Bibliographic Description for Monographic Publications. First Standard Edition.

International Federation of Library Associations, London (England). Committee on Cataloguing.

Note-45p. Available from-IFLA Committee on Catalogu-Available from—IFLA Committee on Cataloguing, c/o The British Library, Reference Division, Great Russell Street, London WC18 3DG, United Kingdom (\$5.00)

Document Not Available from EDRS

Descriptors—Books, *Cataloging, *Documentation, Information Processing, *International Programs, *Standards

Identifiers—Descriptive Cataloging, *International Standard Bibliographic Description, ISBD(M)

ISBD(M)

The International Standard Bibliographic Description for Monograph Publications [ISBD(M)] provides a format for the international communication on bibliographic informa-tion, so that records may be interchanged interchanged tion, so that records may be interchanged between sources, interpreted across language barriers, and converted to machine readable form. The ISBD(M) standards are limited to the descriptive cataloging of current monographs. Terms are defined and the order of descriptive elements outlined. Special punctuation and other rules are also provided. The major part of the work consists of specifications for the eight elements: (1) title and statement of authorship; (2) edition; (3) imprint; (4) collation; (5) series; (6) notes; (7) International Standard Book Number (ISBN), binding, and price; and (8) multivolume (ISBN), binding, and price; and (8) multivolume publications. For each of the first seven elements the appropriate contents and punctuation pattern are given, followed by a detailed outline of rules with examples. Special rules are provided for multivolume publications. Ten English language examples are provided. (LS)

ED 118 147
IR 003 055
ISBD(S), International Standard Bibliographic
Description for Serials; Recommended by the
Joint Working Group on the International Standard Bibliographic Description for Serials set up
by the IFLA Committee on Cataloguing and the
IFLA Committee on Serial Publications.
International Federation of Library Associations,
London (England). Committee on Cataloguing.
Pub Date 74

Note—44p. Available from—IFLA Committee on Catalogu-ing. c/o The British Library, Reference Divi-sion, Great Russell Street, London WC18 3DG, United Kingdom (\$5.00)

Document Not Available from EDRS

Descriptors—*Documentation,

Information Processing, *International Programs, *Serials, *Standards

Identifiers—Descriptive Cataloging, *International Standard Bibliographic Description,

MΙ

The International Standard Bibliographic Description for Serials--ISBD(S)--provides a format for the international communication of bibliographic information so that records may or interchanged between sources, interpreted across language barriers, and converted to machine readable form. The ISBD(S) standards are limited to the descriptive cataloging of current serial publications. Terms are defined and the order of descriptive elements outlined. Special punctuation and other rules are also provided. The major and of the work consists of specifications for the bibliographic information so that records may be part of this work consists of specifications for the six elements: (1) title and statement of authorship, (2) imprint, (3) collation, (4) series, (5) notes, and (6) International Standard Serial Number (ISSN) and price. For each of the ele-Number (ISSN) and price. For each of the ele-ments the appropriate contents and punctuation pattern are given followed by a detailed outline of rules with examples. Additional examples are provided from France, Canada, Switzerland, Britain, and the Netherlands. (LS)

ED 118 148 IR 003 056 Application of Standards in Systems Intercon tion.

International Organization for Standardization, Geneva (Switzerland).

Pub Date Aug 74 Note-23p.; Paper presented at the International Symposium on Information Systems: Connection and Compatibility (Varna, Bulgaria, September 30-October 3, 1974)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Communication Problems, Compu-Descriptors—Communication Problems, Compu-ters, Data Collection, Information Dissemina-tion, *Information Networks, Information Processing, Information Systems, International Programs, *Standards Identifiers—International Standards for Informa-

tion Transfer

tion Transfer
Many international standards have been
developed to aid information transfer and feedback, but they must be updated and promoted.
International Organization for Standards (ISO)
technical committees dealing with terminology,
documentation, and information processing have
several programs designed to meet this need. Catalogs, indexes, and specialized centers provide some sources of information and guidance in the application of standards, and way are suggested for furthering the application of standards in systems interconnection. (Author/CH)

Foote, Dennis Cowlan, Bert A Case Study of the ATS-6 Health, Education and

Telecommunications Projects. Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical

Assistance; Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

Pub Date Aug 75 Note—119p.; A.I.D. Studies in Educational Technology
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

EDRS Price MF-30.83 HC-\$6.01 Plus Postage Descriptors—Accountability, Adult Education, Case Studies, College Curriculum, *Communi-cation Satellites, Demonstration Projects, *Educational Planning, *Educational Televi-sion, Elementary Education, Experimental Programs, Formative Evaluation, Inservice Teacher Education, Instructional Materials, Junior High Schools, Outreach Programs, Primary Educa-tion, Program Administration, Program Evalua-tion, Programing (Broadcast), *Rural Educa-

Identifiers-Alaska, Alaska Indian Health Service Project, Appalachia, Appalachian Educational Satellite Project, ATS 6, Federation of Rocky Mountain States, *Health Education Telecom-munications Demonstration, Veterans Adminis-

munications Demonstration, Veterans Administration Hospital Project
Six experiments in health and education were conducted in rural areas of the continental United States and Alaska during 1974-75, using the National Aeronautics and Space Administration's Applied Technology Satellite-Six. The experimental activities included courses designed for elementary, junior high, high school, and college; continuing professional education; medical consultations and health care support; administrative interaction; and adult enrichment. The study concluded that: (1) systems planning and proconcluded that: (1) systems planning and pro-gram content should be based on user needs; (2) effective field personnel require staff support, proper training, and multisource feedback; (3) project objectives, personnel requirements, and interdisciplinary cooperation should be initial considerations; (4) supplementary activities and materials play a significant role; (5) educational reflectiveness, target audience, and subject matter are primary program elements; (6) time and money may be larger considerations than anticipated; and (7) interaction between the studio and remote sites needs to be carefully structured and adopted to the specific situation. (NR)

ED 118 150 Thiagarajan, Sivasailam Stolovitch, Harold D. Games with the Pocket Calculator. Dymax, Menlo Park, Calif. Pub Date 76

Available from—Dymax, P. O. Box 310, Menlo Park. California 94025 (\$2.00 plus \$0.50 postage)
Document Not Available from EDRS

Document Not Available from EDRS
Descriptors—*Educational Games,
tromechanical Aids, Instructional
Mathematical Enrichment, Math
Materials, *Numbers, Resource Guides
Identifiers—*Pocket Calculators

Twenty-four games to be played with a hand-held calculator are described. Information includes the number of players, the approximate time required, the skills involved, the chance factor, and the game sequence. (NR)

Improving the Dissemination of Scientific and Technical Information: A Practitioner's Guide

Technical Information: A Practitioner's Guide to Innovation. (Final Report).

Capital Systems Group, Inc., Rockville, Md.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No-PB-243-469 Pub Date 15 Apr 75

Pub Date 15 Apr 15
Note—202p.
Available from—National Technical Information
Service, 5285 Port Royal Road, Springfield,
Virginia 22161 (Order No. PB-243-469; HC
\$4.25; MF \$2.25)
EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
Descriptors—Computers, *Diffusion, *Informa**Termation** Processing, Pr

EDRS Price MF-30.55 and Descriptors—Computers, *Diffusion, *Information Processing, *Contoms, Market-*Innovation, Man Machine Systems, Market-ing, Mass Media, Media Technology, Microform Readers, Microforms, Periodicals, Publications, *Publishing Industry, Reprog-raphy, Scholarly Journals, State of the Art Reviews, Technological Advancement lentifiers—Editorial Processing, Publication Design, Scientific Information, Technical Infor-

The aim of this guide is to alert persons with an operational interest in scientific communication to new ideas, techniques, and equipment in the field of communication media and publications. The focus is on the dissemination of scien-tific information via the technical journal or its tific information via the technical journal or its equivalent. Secondary dissemination of information such as bibliographies, data bases, and services are treated incidentally. The guide is organized into five sections: innovations in conventional journal and monography publishing, printon-paper alternatives, non-print-on-paper and mixed media innovations, trends and prospects, and innovations needed. Each section is subdivided into individual entries describing particular processes or innovations. This guide has been designed as an "idea book" to help small scientific societies, journals, and publishers as well as to increase general awareness of innovations and to increase general awareness of innovations and stimulate development of new ideas. (CH)

ED 118 152 IR 003 063 Diodato, Virgil Tactile Media for the Visually Handicapped. Pub Date 76

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-80.83 HC-\$1.67 Plus Postage Descriptors—*Blind, Instructional Aids, *Sensory Aids, State of the Art Reviews, *Tactile Adaptation, Technology, *Visually Handicapped New technological developments allow even the most severely visually handicapped person to read print, sense images, and operate calculators and meters. One of these new developments is the Optacon, which converts printed images to wibrations sensed by finger touch and may be wibrations sensed by finger touch and may be vibrations sensed by finger touch, and may be used to read print, handwriting, and calculator displays. Another device, the Visio-Substitutuion System, converts visual images to vibrations over a 10-inch area of the user's back, enabling him to sense a complete image. The Binary-coded Output Display is designed to allow reading of measuring units such as meters and counters. The technology of tactile illustration is improving, both with commercially available tactile maps and illustrations and with materials (such as aluand illustrations and with materials (such as alu-minum foil, paper and screen, and cellophane) adaptable to individual needs. Other educational aids useful to the visually handicapped include the abacus, the geoboard (with fixed pegs over which rubber bands are stretched to teach number theory and geometry), origami, models, mockups, and realia. Teachers and librarians thus have a variety of devices available to help improve their services to the visually handicapped. (LS)

ED 118 153

Report of the Task Force on Women in Public Broadcasting. Corporation for Public Broadcasting, Washington,

Pub Date 75 Note-136p.

Note—136p.

Available from—Corporation for Public Broadcasting, 1111 16th Street N.W., Washington, D.C. 20036 (free)

Document Not Available from EDRS

Descriptors—Broadcast Industry, Communications, *Employment Patterns, *Females, Feminism, Programing (Broadcast), *Public Television, *Sex Discrimination, *Television Research, Womens Studies

Identifiers—*Corporation For Public Broadcasting, National Task Force On Women, established by the Corporation for Public Broadcasting (CPB), had three objectives: (1) to excessing (CPB), and three objectives: (1) to ex-

casting (CPB), had three objectives: (1) to examine the extent to which women were employed at all levels in public broadcasting and were integrated into its policy-making and operations;
(2) to examine the visibility and image of women in all programing and the coverage of issues per-tinent to women; and (3) to make recommenda-tions to the CPB Board of Directors. These objectives were carried out by public television program monitoring, collection of employment statistics, surveying public television stations, and statistics, surveying pulne television stations, and interviewing on the attitudes concerning employment and on the air appearances of women. The findings from the studies indicated that women, though involved in public broadcasting, have failed to achieve the occupational success of men in the industry. Particularly accountable for the discrepancy between men and women seemed to be the pattern of job segregation. Women, regardless of education and length of service in the industry, were disproportionately employed in the low status secretarial and clerical positions and men in engineering, mid-level, and high-level managerial jobs. Also, men were seen and heard on the air with greater frequency than women. Recommendations for implementation of policy to bring women into the mainstream are cluded. (HB)

ED 118 154

Hornbeck, Frederick W., Brock, Lynn
The Graphics Terminal Display System; a Powerful General-Purpose CAI Package.
San Diego State Univ., Calif.
Spons Agency—Navy Personnel Research and Development Center, San Diego, Calif.
Report No—NPRDC-TR-76-25
Pub Date Dec 75
Note—65p.; Technical Report, June 1974-April 1975
ETDPS Paice ME 6002 100

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Poscriptors—Computer Assisted Instruction, *Computer Graphics, *Computer Programs, Computers, Instructional Technology Identifiers-GRAIL, Graphic Display Systems,

Navy
The Graphic Terminal Display System (GTDS)
was created to support research and development
in computer-assisted instruction (CAI). The
system uses an IBM 360/50 computer and interfaces with a large-screen graphics display terminal, a random-access slide projector, and a
speech synthesizer. An authoring language,
GRAIL, was developed for CAI, and it is transportable to other computers. Comparisons are
made between this system and others as PLATO,
PLANIT, and TICCIT. (Author/CH)

Cooper, Fred R. And Others The Effect of Delay in the Presentation of Visual Information on Pilot Performance. Final Report, April 1974-July 1975.

Naval Training Equipment Center, Orlando, Fla. Report No—NAVTRAEQUIPCEN-IH-250 Pub Date 15 Dec 75

Note-79p.

Note—79p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—Feedback, *Flight Training, Inter-mode Differences, Research, Simulation, Visual Perception, *Visual Stimuli Identifiers—Delay Effects, Navy

Naval researchers studied the effects of delay in the presentatio of visual information on pilot performance. Simulated carrier landing tasks were performed by subjects using a visual display generated by a computer. In one part of the experiment pilots were asked to "fly" carrier approaches with and without a 0.1 second delay in visual scene presented to them. In the second the visual scene presented to them. In the second part of the experiment, pilots were asked to "fly" carrier approaches several times during which six pilot control inputs were recorded. Statistical analysis of the data generated by the experiment indicated that the differences between mean performance with delay and with no delay were not significant. Variances of lateral control deflection significant. Variances or lateral control centerior, and force were significantly different for the delayed presentation and the nondelayed presentation, but the analysis of the other four control inputs did not reveal statistically significant differences. (CH)

ED 118 156 IR 003 077

Andrews, Grover J.

Nontraditional Self-Studies in Accreditation.

Southern Association of Colleges and Schools,

Atlanta, Ga. Commission on Colleges.

Pub Date 23 Jan 76

Note-6p.; Paper Presented at the Continuing Library Education Network and Exchange As-sembly (1st, Chicago, Illinois, January 23-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Accreditation (Institutions), Evaluation Methods, Institutional Research, Libraries, Library Standards, *University Libraries

Identifiers-Self Study

A self-study of the Southern Association of Colleges and Schools over a two-year period brought about a realization of the need for the development of nontraditional self-study for reaffirmation of accreditation. Such self-studies were conducted at Vanderbilt University, University of Houston, University of Miami, and the University of Louisville in 1975 and 1976. A new accreditation standard was adopted by the association that will help establish the library as the focal point of self-studies in the future. (DS)

IR 003 078 ED 118 157

Ausburn, Floyd B. Ausburn, Lynna J.
Learning Task Requirements, Cognitive Styles,
and Media Attributes: An Interactive Research

Pub Date Mar 76

Pub Date Mar /6
Note—11p; Paper presented at the Annual meeting of the Association for Educational Communications and Technology (Anaheim, California, March 29-April 2, 1976)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Cognitive Processes, Educational Research, *Haptic Perception, *Individual Differences, *Instructional Technology, *Learning Characteristics, Learning Processes, Learning Theories, Media Research, Stimulus Behavior, *Visual Perception, Visual Stimuli Identifiers—AECT 76, Cognitive Style In order to investigate learning theories, media researches acad to evaluer three variables; (1)

researchers need to explore three variables: (1) the psychological requirements of a given learning task, (2) individual differences in cognitive ing task, (2) incovidual differences in cognitive style, and (3) specific media characteristics. It is necessary to identify the psychological processes which underlie any specific learning task in order to study it systematically. There are also dif-ferential psychological dimensions that represent consistencies in an individual's manner of acquiring and possessing information, for example Viktor Lowenfeld's haptic and visual types. Since specific attributes are possessed by a given form of media, this three dimensional approach gives strong clues to the reasons why certain instruc-tional methods work well with some learners while having either little or no effect on other learners. Eighteen references are cited. (Author/DS)

IR 003 079

Michael, Mary Ellen
Planning and Evaluating Library System Services
in Illinois Using the CIPP Model.

Illinois Univ., Urbana. Library Research Center. Pub Date Jan 76

Pub Date Jan /6
Note—6p.; Paper presented at the Continuing
Library Education Network and Exchange Assembly (1st, Chicago, Illinois, January 23-24,
1976); For a related document see ED 095 916
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Evaluation, *Library Networks, *Library Planning, Library Services, Public Libraries, State Programs Identifiers—CIPP, *Context Input Process

Product Illinois

Under a grant from the Illinois State Library, a manual was prepared in 1973 as a reference guide for 18 library systems to use in their five-year planning and evaluation programs. The manual explained the Context, Input, Process, Product (CIPP) model. The 18 libraries used this model in various ways and reached different stages in the implementation of a five-year plan. Several of the systems reported that their planning committees found the analysis of their system environment very revealing. A block dia-gram of the CIPP model is included. (Author/DS)

ED 118 159 IR 003 081

Thomson, Sarah Katharine

Learning Resource Centers in Community leges; a Study of Budgets and Services.

American Library Association, Chicago, Ill. munity Col-

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 75

Note—146p. Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$6 50)

(36.30)
Document Not Available from EDRS
Descriptors—Audiovisual Aids, *Budgeting, *Instructional
Materials Centers, Instructional
Media, *Junior College Libraries, Library Administration, Library Expenditures, *Library Services, Library Surveys, Media Selection, Staff Role, Statistical Data Identifiers—Media Hardware, Media Software

A study of the interrelationship between expen-ditures and service programs in 27 community California, Florida, Illinois, New Jersey, Missouri, Ohio, Texas, Virginia, and Maryland was conducted. Three data gathering tables on staffing, media production, library instruction, and media advisement were sent to library directors; and key personnel were interviewed. The information gathered at these interviews covered: features of the learning resource program; budgets, purchas-ing and grants; student utilization of media hardware and software; and production of audiovisual materials. Statistical data from the interviews is reported in 22 tables. (DS)

JC

ED 118 160 JC 760 054

Gonzalez, Jess Chicano Studies and Self-Concept: Implications

for the Community Colleges.

Pub Date 75
Note—107p.; Ed.D. Dissertation, Nova University
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—Bibliographies, Cultural Awareness,
Cultural Enrichment, "Ethnic Studies, "Junior
Colleges, Junior College Students, "Mexican
Americans, Minority Groups, "Self Concept,
Self Extern Self Esteem

Identifiers-*Chicano Studies, Tennessee Self

Concept Scale

This study was designed to assess the effectiverns study was designed to assess the effective-ness of community college Chicano Studies cour-ses in raising the self-concept of Chicano stu-dents. It was conducted during an 18-week semester at an established community college in an urban area of California. Minority students an urban area of California. Minority students constituted 45 percent of the college's total enrollment. The study sample consisted of 65 Chicano students (42 males and 23 females) who completed one of four Chicano Studies courses (Chicano Literature, the Chicano and Education, the Psychology of the Mexican-American, and the Mexican-American in the United States. The dependent variable of self-concept was me by the administration of the Tennessee Self-Con-cept Scale on the first and last days of class. Results indicated that participation in a Chicano Studies course significantly increased the self-concepts of Chicano students. No significant dif-ferences were found on the relationships between income, grade point average, sex differences, and the self-concept measures. An extensive bibliog-raphy is appended. (DC) ED 118 161

JC 760 081

Paige, James F.
The Estimated Fiscal Impact of Extending Residen Tuition and Fee Status to All G. I. Bill veterans.

Washington State Council for Postsecondary Education, Olympia. Pub Date Jan 76

Note-26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-Educational Finance, Junior Colleges, *Nonresident Students, *Post Secondary Education, *Residence Requirements, Resident Students, *Student Costs, Tuition, *Veterans,

Students, "Student Costs, Tutton, "Veterans, Veterans Education Identifiers—G I Bill of Rights, "Washington In January 1975, the Washington State Senate entertained a bill which would extend the definition of "resident student" for tuition and fee purs to all veterans receiving benefits under GL I. Bill of Rights. This report reviews the G.I. Bill and the financial assistance it provides, and makes an extensive analysis of the fiscal impact of the passage of this new bill. It concludes that the bill should not be passed because the substantial fiscal impact involved cannot be justified; there is no overriding educational need for such an action, and residency status can now be and action, and restoring status can now be achieved after a one-year period. Significant findings include the following: (1) of the 25,000 veterans enrolled in Washington colleges and universities in fall 1975, only 819 are nonresidents; (2) in the U. S. as a whole, 3.3 million veterans will participate in some form of educa-tional training program in fiscal year 1976—by 1980, this number will decline to slightly over two million; (3) the number of veterans eligible for G. I. Bill benefits is expected to decline from nine million in 1976 to four million in 1980; (4) the estimated five-year fiscal impact of extending residency status to all G. I. Bill veterans in Washington would be \$3,193,764; and (5) the extension of residency status to all G.I. Bill veterans would have little if any impact on student financial aid programs. (DC)

JC 760 084

Seegmiller, Jesse F Impressions of C. E. U. as Expressed by Local High School Graduates, 1975. College of Eastern Utah, Price.

Pub Date Dec 75

Note-39p.; Some pages in appendix may reproduce poorly
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Aspiration, College Bound Students, *College Choice, *Community Attitudes, *High School Graduates, *Junior Colleges, Socioeconomic Background, *Student Attitudes, Student Characteristics

Identifiers—College of Eastern Utah In August 1975, the College of Eastern Utah (CEU) sent a questionnaire to all 380 1975 grad-

uates of the three local high schools. Of the 148 respondents, 55 percent planned to enter CEU, 10 percent planned to enter a four-year college, 8 percent planned to enter another two-year colpercent planned to enter another two-year col-lege, 17 percent planned to work full-time, and 10 percent had other plans. The most prominent factors motivating those who planned to enter CEU were that they could live at home and that they were offered financial aid; Other factors included the promptings of parents and relatives, the quality of the social activities, the availability of personal attention, the lower expense, and the quality of education at CEU. The most important reasons given for choosing other schools were special educational programs, the other schools' academic reputations, the recommendations of students at those schools, and the availability of financial aid. Students from both high-income and low-income families were generally unsure of the quality of education at CEU. A demographic profile of the sample is provided, as are detailed data on the respondents' opinions of CEU. (DC)

Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1974-1975. Volume

North Carolina State Dept. of Community Col-

leges, Raleigh. Pub Date [75]

МΙ

Note-233p.; Due to the oversize format of the original document, each page has been filmed as two pages
EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors-*College Majors, Enrollment Trends, Extension Education, Females, General Education, *Junior Colleges, Males, *Racial Composition, *Student Enrollment, Technical Education, *Technical Institutes, Transfer Stu-

dents, Vocational Education Identifiers—*North Carolina This report contains enrollment data for the 40 This report contains enrollment data for the 70 technical institutes and 17 community colleges in the North Carolina Community College System for the 1974-75 school year, with comparative data for the 1973-74 and 1972-73 school years. The data are presented in extensive tables and aphs which comprise the bulk of the document. Unduplicated headcount enrollment and average annual full-time equivalent enrollment, by institution, are borken down by program area: college transfer, general, technical, and vocational programs; academic, recreational, and occupational extension programs; learning laboratory, adult basic education, Manpower Development Training Act, and new and expanding industry programs. The data are further divided within institution by quarter. Aggregate annual unduplicated headcount enrollment data is presented by cur-riculum specialization within each major program area. Student enrollment by sex and race is presented by institution, and in aggregate percentages by type of program. Several tables detail the geographic origin of students by institution, and by home county and curriclulm area, as compared to the 1974 county high school graduate population and general county population. A brief introduction provides definitions of terms.

ED 118 164 Cox. Jeannene

JC 760 088

System Characteristic Opinion Study (SCOS-DEL-PHI). Project FOLLOW-UP. Tarrant County Junior Coll. District, Ft. Worth,

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development. Pub Date Jun 75

Note—110p.; Some pages may reproduce poorly EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

escriptors—Administrator Attitudes, Defini-tions, *Followup Studies, *Junior Colleges, *Management Information Systems, *Research Research Design, State Surveys, Teacher Attitudes

LOW UP, Texas
Using the Delphi technique, the staff of Project
Using the Delphi technique, the staff of Project

FOLLOW-UP surveyed community college educators in Texas to determine desirable characteristics and uniformity of terminology and definitions for a proposed statewide student follow-up management information system for Texas com-munity colleges. Of 234 individuals invited to become Delphi panel members, 193 (82 percent) accepted and participated 100 percent in the three survey rounds. The panelists represented 47 of the 48 public community colleges in Texas, various state agencies, the Project FOLLOW-UP Committee, and the Advisory Council for Technical-Vocational Education in Texas. The open-ended round I questionnaire produced 61 state-ments which were presented as round II on a Delphi format requiring the panelists to respond to each statement on a 1-7 (agree-disagree) rating scale. The third round (formated in the same manner) consisted of 64 statements, and statistical data of round II responses. Panelists reconsidered their round II responses in the light of group opinion and gave narrative explanations for responses remaining outside the interquartile range. Data are organized according to 15 areas of professional employment identified among the panelists. Copies of the three survey instruments and tabulated responses are appended. (NHM)

Powell, Robert

JC 760 089

Grading Style and Student Evaluation of Faculty. William Rainey Harper Coll., Palatine, Ill. Pub Date Apr 75

Note—57p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Annotated Bibliographies, Correlation, Evaluation Criteria, *Grades (Scholastic), Junior Colleges, *Literature Reviews, *Post Secondary Education, Student Attitudes, *Stu-dent Teacher Relationship, *Teacher Evalua-

Identifiers-William Rainey Harper College

This paper discusses the association between student grades and student ratings of faculty. The first section reviews a 1974 study of Harper Col-English teacher ratings, which showed a corregistrigist teacher ratings, which showed a correlation of .73 between the grades the teachers gave students and the ratings students gave the teachers. The second section reports the findings of a 1975 replication study which showed graderating correlations of up to .79. The third section provides a review of the literature in the form of provides a review of the literature in the form of an annotated bibliography, indicating that the Harper findings are typical of the findings of prior research at other colleges. Twenty-eight stu-dies involving more than 70,000 student ratings of faculty in more than 50 colleges and universi-ties have been conducted and published since 1954. In every study, at least some association has been found between grades and ratings, and in a number of the studies, the association has been found to be quite powerful, with correla-tions ranging up to .90. The fourth section of this document discusses the implications of the findings, concluding that the widely-held belief that grades and ratings are unrelated is a myth, relying for its support on studies conducted more than 20 years ago--studies that are weak in design and execution, and sometimes less than candid in reporting the data. (Author/NHM)

ED 118 166

JC 760 090

Caruso, Robert G. And Others Bibliography on Campus Judiciaries, Student Conduct and Discipline.

American Coll. Personnel Association, Washing-

ton. D.C. Pub Date Jun 75

Note—36p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Activism, *Bibliographies, *College
Students, *Discipline, Due Process, Higher
Education, Junior Colleges, *Student Behavior,
Student College Relationship, *Student Rights
This bibliography was prepared for Commission
XV: Campus Judiciaries, Student Conduct and
Discipline of the American College Personnel

Discipline, of the American College Personnel Association. The 474 entries are arranged in five Association. In et 4/4 entries are arranged in five categories by form of publication: (1) books and monographs, 97 entries; (2) law reviews and journaties; (3) periodicals, 204 entries; (5) theses and dissertations, 71 entries. The great bulk of the entries can form 1068 72 publications (MIM). tries are from 1968-72 publications. (NHM)

ED 118 167

JC 760 091

Dumont, Richard G.

Predicting Academic Success in a Post-Secondary Vocational Studies Program Utilizing the A. S. V. A. B. Part One. State Univ. of New York, Alfred. Agricultural

and Technical Coll.

Pub Date Nov 75

Note—16p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Academic Achievement, *Aptitude Tests, *Auto Mechanics, College Freshmen, *Junior Colleges, Junior College Students, Na-tional Norms, *Predictive Validity, Standardized Tests

dardized Tests

Identifiers—*Armed Services Vocational Aptitude Battery, ASVAB

This study assesses the utility of the Armed Services Vocational Aptitude Battery (A.S.V.A.B.) in predicting the academic success of students enrolled in the Automotive Service Specialist curriculum at the State University of New York Agricultural and Technical College (Alfred, New York). This document, part 1 of a two-part study, describes the relative performances of selected subgroups of the Automotive Service Specialist students on the A.S.V.A.B. A total of 211 of the 217 students in the program. A total of 211 of the 217 students in the program took part in this study. Of those participating, 116 were entering freshmen, 78 were continuing seniors, and the remainder were students enrolled seniors, and the remainder were students of the in a novel time-shorted degree program involving the New York State Board of Cooperative Education Services (B.O.C.E.S.). Compared with both regional and national normative groups, the population being tested showed average scores which were somewhat lower on the coding speed test; approximately equal on arithmetic reasoning; somewhat higher on word knowledge and space somewhat inginer on word knowledge and space perception; and notably higher on tool knowledge, mechanical comprehension, shop information, automotive information, and electronics information. Substantial similarity in Test and Aptitude Area composite scores was found for the continuing seniors and B.O.C.E.S. graduates. Entering freshmen scored lower in both areas. Tables of data are appended. appended. (Author/NHM)

ED 118 168 JC 760 094

Preus, Paul K. Williams, Douglas F.
Statewide Community College Faculty Develop-ment: A Personalized Approach.
Pub Date Nov 75

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Budgets, College Faculty, Inservice Programs, *Inservice Teacher Education, *Junior Colleges, Program Evaluation, *Statewide Planning, *Teacher Improvement Planning, *Teacher | entifiers—*Alabama

The Program for Development of Community College Faculty was designed to provide state-wide coordination and resources for individualized faculty development programs at 18 of Alabama's two-year colleges. It featured a yearlong (1971-72) on-campus program of faculty development planned and implemented by certain faculty members from each community college were designated as "catalytic agents" and who participated in an intensive training session during summer 1971. The program also included sequenced series of evaluations which continued three years after other program activities had ended. This report describes the program in detail, outlines its budget, and presents summa-ries of the evaluation results. It was found that program participants became slightly more openminded and formed more positive attitudes toward basic community college concepts during their year of inservice training, and that it was the "catalytic agents" who benefited most from the program. It is recommended that any replication of this project include: (1) more lead time in selecting "catalytic agents" and in staff planning, (2) either more funding or a more limited scope, (3) the recruitment of at least two "catalytic agents" for each participating college, and (4) the requirement that each "catalytic agent" form program strategies before leaving the summer session. Appended are a list of participating colleges and the evaluation instruments. (DC) minded and formed more positive attitudes

ED 118 169 JC 760 095

Knoell, Dorothy McIntyre, Charles
Planning Colleges for the Community.
Spons Agency—EXXON Education Foundation, Spons Agency—E)
New York, N.Y.

Note-103p Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$8.95)

Document Not Available from EDRS

Document root Avaisable from EDRS
Descriptors—Budgeting, Campus Planning, *College Planning, Delivery Systems, *Educational Alternatives, Educational Neds, *Educational Planning, Educational Strategies, Facility Planning, *Junior Colleges, *Master Plans, Models, Open Enrollment, Statewide Planning This book should be of special interest to compunity college, planners, and, administrators. It

munity college planners and administrators. It tells them what options are viable in the planning process, and what results to expect from their choices. It provides the philosophical framework for integrating academic, fiscal, and facility planning into campus master planning, and it examines the larger role that federal and state planning and the planning areas will always a coordinating these local plans. ners will play in coordinating these local plans into overall master plans. The authors argue for a change in emphasis from the community college campus to community college education, with increased access and true equality of opportunity. They urge that more attention be paid to the needs of older and disadvantaged students, to career education for diverse adult roles, and to special community characteristics and social needs. They provide promising developmental alternatives and evaluate innovative delivery systems, such as satellite centers, store front operations, mobile units, individual study packages, and multimedia instruction. Finally, they describe an actual planning model for developing information, proposing policy, and assessing programs. A bibliography is appended.

(Author/DC)

ED 118 170 IC 760 096

Shaw, Frances Fergusson Analysis of California Community College District Policies of Faculty Teaching Load. Pub Date Aug 75

Note-61p.; M.A. Thesis, California State

Note—olp.; M.A. Heas, California Sanc University, Los Angeles EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—°College Faculty, General Educa-tion, *Junior Colleges, Literature Reviews, *State Surveys, *Teaching Load, Vocational Education Teachers, Working Hours

Identifiers-California

California community colleges assign teaching loads according to district policy. In order to identify prevalent standards for assigning teaching loads, a survey by mail of 102 California community, colleges loads, a survey by mail of 102 Camorina commu-nity colleges was conducted. Responses were received from 73 institutions (72 percent). Although a survey of the literature reveals that a 15-clock hour load is considered optimal, and the California Community Colleges Chancellor's Office supports this standard, many deviations from this norm were found. In such disciplines as English, foreign language, and other academic areas, faculty had clearly defined patterns of assignment, from 15 to 20 hours. The most inconsistencies were found in occupational education in-structors' assignments, with hours ranging from 14 to 35 per week. On the basis of the review of the literature and an analysis of the survey results, a number of conclusions are drawn, and two recommendations are made: (1) State agentwo recommendations are made: (1) State agen-cies and academic departments should establish and maintain realistic proposals of expected teaching loads; (2) Continuous assessment should be done regarding correlation of faculty teaching loads in each discipline. Survey results are tabu-lated in the body of the paper, and the survey in-strument and list of respondents are appended. (Author/NHM) (Author/NHM)

JC 760 097

Carter, Edith H.

Follow-Up Study of New River Community College Transfers Who Graduated in the 1972-73

School Year [and] Follow-Up of 1974 Graduates in Occupational-Technical Programs. New River Community Coll., Dublin, Va.

Pub Date 8 Apr 75

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Followup Studies, Grade Point Average, *Graduate Surveys, *Junior Colleges, *Participant Satisfaction, Student Attitudes, *Participant Satisfaction, Student Attitudes, Transfer Students, Vocational Education, Vocational Followup

Identifiers—New River Community College
This document includes reports of two followup studies of New River Community College graduates. The 1973 graduates in transfer pro-grams, associate of arts, and associate of science degree programs are examined in terms of: (1) types of degrees and curriculums they completed; (2) their transfer status; (3) their evaluation of the New River Community College transfer program. The 1974 graduates in occupational-technical programs are studied in terms of: (1) their success in finding employment or transferring to other institutions; (2) their opinion of the pro-grams and training at New River. Of the 48 1973 graduates in transfer programs, over 85 percent actually transferred, a large majority of whom (90 percent) transferred to local senior colleges. Transfer grade point averages, as compared with community college averages, showed a drop similar to those found in national studies. In the 1974 graduating class, graduates in occupational-technical programs numbered 238. Ninety-five percent of the graduates were found to be either working or attending other colleges. Within the employ group, 87 percent were employed in a field related to their area of study. Results of questionnaires mailed to graduates showed favorable responses to both the transfer and vocational programs at New River. Data are tabu-lated, and the survey instruments are appended. (Author/NHM)

Canadian Community Colleges; Progra Groupings and Projected Outputs to 1980/81. Association of Canadian Community Colleges.; B. C. Research, Vancouver (British Columbia).

Spons Agency-Department of Manpower and Immigration, Ottawa (Ontario). Div. o Strategic Planning and Research. Note—133p.; Parallel text in English and French

Roce 13-p., radict ext in Lights and Televis DRS Price MF-50.83 ifC-\$7.35 Plus Postage Descriptors—*College Majors, *Enrollment Pro-jections, Enrollment Trends, Intellectual Disciplines, *Junior Colleges, Junior College

Students, *Labor Supply, Manpower Develop-ment, Manpower Needs, *Skilled Occupations entifiers—*Canada

The Canadian Department of Manpower and Immigration is presently involved in occupational immigration is presently involved in occupational forecasting, i.e., projecting the supply and demand of individuals in various occupational categories. This report is intended to provide data on the output of skilled manpower from the community colleges in Canada, to be used in occupational supply forecasting. It presents data on past and future first-year enrollments and program graudates by province and by program for the years 1972-73 through 1980-81. A list of 58 program groupings was developed for the study. Data was received from 143 public and private community colleges. In addition to presenting the data and describing the study in general, this re-port provides a detailed description of the procedures used in collecting the data and making the projections. (DC)

ED 118 173 JC 760 099

Alicea, Victor G. Schaefer, Dennis P.
A Proposal for the Development of Ramon E. Betances Community College. Final Report.
Puerto Rican Research and Resources Center,
Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Bureau No—R-021029 Pub Date 30 Nov 73

Grant-OEG-0-72-4715

Note-111p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*College Planning, *Delivery Systems, *Educational Alternatives, External Systems, *Educational Atternatives, External Degree Programs, Interinstitutional Cooperation, Off Campus Facilities, *Post Secondary Education, Puerto Rican Culture, *Puerto Ricans, Shared Facilities, Work Study Pro-

Identifiers—*Universidad Boricua In 1972, the Puerto Rican Research and Resources Center began to develop a college which would respond to the inadequacies of the present educational system in meeting the needs of Puerto Ricans. Although a community college was originally envisioned, the end result was a plan for a university (universidad Boricua) which will have learning centers in New York, Boston, Philadelphia, and Puerto Rico, and which will Philadeiphia, and Puerto Rico, and which will offer bachelor of arts, associate of arts, certificate, and high school equivalency degrees. Each learning center will be housed in a storefront-type facility in a Puerto Rican neighborhood. The proposed university will use existing resources by entering into cooperative agreements with other colleges and universities for the use of laboratories liberative and warners. for the use of laboratories, libraries, and gymnasiums. It will also solicit the support of local busi-nesses in developing and implementing work/stu-dy programs. Universidad Boricua will concentrate on five major fields of study: communications technology, teaching, medical/health technology, urban renewal, and law. This report describes the planning process and the resulting plan and outlines the implementation process. A profile of Universidad Boricua and an overview of the Puerto Rican migrant are appended. (DC)

JC 760 100

The Part-time Faculty and the Community College. Los Angeles Community Coll. District, Calif. Pub Date 28 Jan 76

Note-7p.; Speech given at the Conference on Teachers (Inglewood, California,

Part-time Teachers (Inglewood, Califor January 28, 1976) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage DESCRIPTION TYPE PROPERTY COLORS TO STATE PROPERTY COLORS Faculty, Educational Trends, Fringe Benefits, *Instructional Staff, *Junior Colleges, *Part Time Teachers, Teacher Salaries, Working Hours

leacher salaries, working Hours Identifiers—California In California community colleges there are 14,273 people who are employed full-time as instructors. Another 20,027 are employed as part-time faculty members. In the past three years there has been an estimated annual increase of 10 percent in the number of part-time faculty employed. Benefits of utilizing part-time instructors include: (1) The opportunity for students to study under outstanding instructors whose primary employment may be elsewhere. (2) The opportunity for instructors to use part-time employ-

ment as a means of beginning a career in postsecondary teaching. (3) The opportunity for colleges to respond quickly and efficiently to community needs within the boundaries of fincial resources available to them. Problems associated with part-time employment generally fall into two areas: (1) Recent court decisions have resulted in enormous confusion regarding the law pertaining to part-time teachers. (2) What benefits should be received by part-time instructors as compared to benefits received by full-time instructors? This keynote address delineates the issue involved in the part-time faculty controversy, and discusses the implications of various prosposed solutions to the problems. (Author/NHM)

JC 760 101

Money, Gerald B. Nelson, Blaine W First Annual Assessment of the El Paso Communi-ty College Affirmative Action Plan.

ty College Attrimative Action Fian.
Pub Date 16 May 75
Note—125p.; Ed.D. Practicum, Nova University.
Some pages in appendix may be illegible because of quality of original document
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Affirmative Action, Comparative Analysis, *Educational Assessment, Equal Op-portunities (Jobs), Evaluation Methods, *Federal Legislation, Junior Colleges, *Program Evaluation

Identifiers—El Paso Community College

This practicum compares federal requirements for affirmative action plans (Executive Order 11246, and Revised Order Number 4) to the existing affirmative action plan of El Paso Community College (Texas). Since the federal guidelines mandata action as well as a written plan, the asmandata action as well as a written plan, the as-sessment of El Paso's program is in two phases: (1) the college's written plan is evaluated by comparing its contents with the stated require-ments of the law; (2) the institution's activity is evaluated by interviewing members of the ad-ministration having direct responsibility for impleministration having direct responsibility or implementing and enforcing the law. The bulk of this report is made up of tables which indicate institutional compliance or non-compliance with specific federal requirements. The results of this practicum indicate that El Paso Community College needs to take many basic actions in order to reach full compliance with federal affirmative as reach full compliance with federal affirmative ac-tion guidelines. This document should be of assistance to other institutions undertaking evaluations of their affirmative action systems. Appended are: tab "A" and tab "C" of Executive Order 11246, the El Paso Community College Affirmative Action Plan, and a copy of the Equal Employment Opportunity Act of 1972. (NHM)

JC 760 102

Pierog, John J. A Comparison Study of the Actual and Expected Parental Contribution, as a Student Financial Resource, for High and Low Income Students. Pub Date 8 Feb 76

*Parent Responsibility, Parent Student Rela-tionship, *Post Secondary Education, *Scholar-

tionship, "Post Secondary Education, "Scholar-ships, Student Loan Programs Identifiers—Need Analysis, York College The assumptions underlying the student finan-cial need analysis performed by York College of Pennsylvania, and by the majority of post-secondary institutions nationwide, are that parents have a moral obligation to assist their children in obtaining an education and that they should do so to the degree they are able. This study was designed to determine the extent to which studies are the content of dents actually receive the financial assistance presupposed in establishing their financial needs. A survey instrument was sent to a 20 percent random sample of the full-time undergraduate students at York College of Pennsylvania, a private four-year institution. Responses from independent students were not considered. Responses from dependent students were dived accord-ing to parental income into "high-income" and "low-income" categories, which were matched by sex and residency. The amount of expected parental support was calculated according to normal procedures and was compared to the actual parental assistance reported. Of the 48 "high-in-come" (over \$14,999) students sampled, only 14 received at least 80 percent of the expected

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parental contribution, whereas 42 of the 48 "lowparental controllon, whereas 42 of the 46 iow-income" students sampled recieved at least 80 percent of the expected parental assistance. A literature review is included. A bibliography and the survey instrument are appended. (DC)

ED 118 177 JC 760 103

Frederick, Edward C. Year-Round Education at the University of Min-nesota Technical College, Waseca. Minnesota Univ. Technical Coll., Waseca. Pub Date May 75

Note—4p.; Paper presented at the National Seminar on Year-Round Education (7th, Denver, Colorado, May 11-14, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Frice MF-90.83 HC-\$1.07 Plus Fostage Descriptors—*Agricultural Colleges, College Planning, Extended School Year, Junior Colleges, *Quarter System, School Calendars, *School Schedules, *Year Round Schools Identifiers—*University of Minnesota Technical College Wassers

College Waseca
The University of Minnesota Technical College-Waseca prepares students for midmanage ment, semiprofessional positions in the broad fields related to agriculture. The college operates on a year-round quarterly basis, with the summer quarter being no different from the fall, winter, quarter being no different from the fall, winter, and spring quarters. Students can start any quarter and graduate any quarter; they can attend school continuously or intermittently, full-time or part-time. Planning for the college tied the your round concept into all phases of the operations before the doors actually opened. Programs were developed with a minimum of prerequisites, and most courses are self-contained units. Nine-month faculty are rotated throughout the year. Registration, financial aids, veterans assistance, and other procedures have been developed to fit a year-round program. Advantages of the year-round system include the opportunity for students to fulfill employment experience requirements during the control of the con ing the time of year that is most advantageous from a learning point point of view, and better use of expensive facilities and equipment.

Although problems such as faculty fatigue, lack of time for professional updating, difficulty in maintaining the physical plant, and misunderstanding resulting from the break with tradition have occurred, the program has been well accepted by the students and the agricultural industry. (Author/NHM)

St. Pierre, Richard A System for the Implementation of Contract Learning at Bristol Community College. Pub Date 7 Mar 75

Note—113p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Administrative Organization, Administrative Policy, Educational Alternatives, Educational Objectives, Junior Colleges, Litera-ture Reviews, *Performance Contracts, *Pro-gram Development

gram Development Identifiers—Bristol Community College The contract learning program at Bristol Com-munity College (Fall River Mass.) was developed to offer students of diverse backgrounds an op-tion of the students of diverse their educational goals. tional method of pursuing their educational goals. This document reviews the history of the program, and proposes an alternate administrative procedure appropriate to learning contracts. The document includes a review of various alternate administrative procedures as discussed in the literature, and recommends the following approval process: (1) a faculty sponsor is selected; (2) the contract proposal is developed, with the faculty proposar (3) the contract help of the faculty sponsor; (3) the contract proposal is submitted to the department most directly involved with the subject for approval;
(4) the faculty chairman submits the contract
proposal to the division chairman for approval; (5) the contract proposal is submitted to the Dean of Academic Affairs for approval. Academic credit is awareded only if the above procedure is followed before the student begins his work. (NHM)

JC 760 105 Malkames, James P. And Others Hotel and Restaurant Management; A Bibliog-raphy of Books and Audio-Visual Materials. Luzerne County Community Coll., Nanticoke, Pa.

Pub Date 75

Note—138p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors—Audiovisual Aids, *Bibliographies, Books, *Food Service Industry, Food Service Occupations, *Hotels, Junior Colleges, Library

This bibliography represents a collection of 1,300 book volumes and audiovisual materials collected by the Luzerne County Community
College Library in support of the college's Hotel
and Restaurant Management curriculum. It covers such diverse topics as advertising, business practices, decoration, nutrition, hotel law, insurance landscaping, health standards and air conditioning, as well as food service and related technologies. Although more than half of the references are available through regular trade publishers, many of the references come from a wide range of small, independent, and relatively obscure publishers. Materials are cross referenced obscure publishers. Materials are cross referenced by curriculum topic: fundamentals food, hotel and restaurant accounting, food sanitation, introduction to hospitality industry, nutrition and menu planning, food purchasing, quantity food preparation, hotel-motel operations, property management and housekeeping, layout of food service equipment, beverage operations, merchandizing for the hospitality industry, meat analysis, food vending, food and labor cost control, and related topics. Many of the references are included under several topic headings. The college's Hotel and Restaurant Management curriculum is briefly described. (NHM)

ED 118 180 JC 760 106

Survey of Former Loop College Students; How 1,081 Former Students View Loop College. Stu-dent Follow-Up Research Project. Report 73-

Chicago City Colleges, Ill. Loop Coll. Report No—OPRE-73-472 Pub Date 16 Oct 75

riculum is briefly described. (NHM)

Note-91p.; Some appendixes may reproduce badly
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Graduates, *Dropout

EDRS Price MF-\$0.83 HC-\$4.6.7 Plus Postage Descriptors—College Graduates, "Dropout Characteristics, Educational Objectives, "Fol-lowup Studies, Junior Colleges, "Junior College Students, Participant Satisfaction, "Student At-titudes, "Withdrawal Identifiers—Loop College Of the 10,402 students enrolled at Loop Col-lege (Chicago) in fall 1972 4 529 did not return

Of the 10,402 students enrolled at Loop College (Chicago) in fall 1972, 4,529 did not return in spring 1973. In October 1973, a questionnaire was sent to all of the nonreturning students. Nonreturning students were divided into two categories: (1) 274, or 3 percent of the total enrollment, did not return because they graduated; (2) 4,255, or 41 percent of the total enrollment, did not graduate and did not return. By July 1974, 139 (51 percent) of the graduates, and 942 (22 percent) of the nongraduate had responded, a 24 percent response rate overall. This study presents percent response rate overall. This study presents detailed analyses of student responses in 27 tables, 9 diagrams, 6 appendices, and 6 supplements. Some of the conclusions derived from the data include: (1) Almost two-thirds of the studata include: (1) Almost two-thirds of the students thought they had achieved their stated purpose at Loop. (2) About two-thirds of those in attendance at other schools said that they were adequately prepared at Loop. (3) Approximately 24 percent of the employed students said they received preparation at Loop for their present jobs, and 26 percent of the unemployed were looking for a job for which they received preparation at Loop. (4) Nearly 76 percent were satisfied with the quality of education at Loop. (5) Most withdrawals were for stated reasons over which the College had little or no control. (Author/NHM) (Author/NHM)

ED 118 181 JC 760 107

Wright College Student Profile (A Study of Student Enrollment and Characteristics). Chicago City Colleges, Ill. Wilber Wright Coll.

Note—7 +p.; Pages 63 and 64 (census tract maps) have been deleted due to marginal legibility EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—"Academic Ability, Academic Aspiration, Academic Standards, College Freshmen, College Majors, Enrollment Trends, Junior Colleges, "Junior Colleges Students, Standardized Tests, "Student Characteristics, "Student Parsellment *Student Enrollment

Identifiers—ACT, American College Testing Program, *Wilbur Wright College

129

This institutional self-study is based on data available for Wilbur Wright College from 1968 to 1974, and includes data pertaining to three areas: enrollment, the American College Testing (ACT) profile, and student characteristics. Enrollment data shows distributions under categories includ-ing: day and evening enrollments, withdrawal and retention, program area, class, adult education, grade distribution, age, and sex. Comparisons with enrollments of past years are provided, as well as with enrollments of other institutions. The ACT profile shows a declining academic standard of entering freshmen over the years, and a lower score for Wright as compared to the scores of all Illinois community colleges. However, the mean high school GPA of Wright students has in-creased over the years. Data are also provided on creased over the years. Data are also provided on students' educational aspirations and proposed educational majors. Student characteristics selected for analysis from computer printouts of the student characteristics reports for Wright include: student load distributions, earned college credits, rank in high school graduating class, futreuter plans, mobility patterns of transfers, programs of transfers, ethnic distribution, ages, student distribution within a 4-mile radius of the college. Data are organized into 36 tables and 29 figures. (NHM)

ED 118 182

JC 760 108

Phair, Tom S. Full-Time Faculty and Staff Hired by One-Hun-dred Public California Community Colleges for the Academic Year 1975-1976. California Educational Placement Association.

Pub Date 12 Feb 76

Note—6p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—College Faculty, Counselors, *Employment Patterns, *Instructional Staff, *Junior Colleges, Librarians, School Personnel, Teacher Employment

Identifiers—*California

As a part of the annual Supply and Demand
Survey conducted by the Research Committee of the California Educational Placement Association the California Educational Placement Association (C.E.P.A.), 104 public community colleges in California were asked to report on their hiring of full-time faculty and staff during the 1975-76 academic year. Survey responses came from 101 institutions. A total of 1,481 full-time faculty and staff were reported hired, of whom 188 (12.7 percent) were returning from leaves of absence or sabbatical, 289 (19.5 percent) were former substitutes, 954 (64.4 percent) were new to the substitutes, 954 (64.4 percent) were new to the district, and 50 (3.4 percent) were new positions gained through special funding. Data were collected as to specific field vacancies filled. A short narrative section compares the C.E.P.A. data with that of previous years of California Communication and having College Association proports on nity and Junior College Association reports on staffing patterns. Trends noted include an upward trend in the expansion of student services, as reflected in an increase from 69 to 154 full-time counselors hired, and a heavy influx of new instructors in health services, vocational, and busistructors in health services, vocational, and ous-ness subject fields. Within the academic subject fields, social science, and English showed the greatest increase over the previous year. The sur-vey instrument is appended, and data are or-ganized into two tables. (Author/NHM)

ED 118 183

JC 760 109

Weiss, Janis H. Students in the North Hennepin Community College Law Enforcement Program [And] Law Enforcement: A Job Market Survey. Research Report Nos. 1 and 2. North Hennepin Community Coll., Minneapolis,

Minn Report No-R-1; R-2

-25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Educational Interest, *Employer Atrescriptors—coucational interest, 'Employer At-titudes, Employment Opportunities, Employ-ment Qualifications, Junior Colleges, Junior College Students, *Law Enforcement, Motiva-tion, *Occupational Aspiration, *Occupational Surveys, *Student Characteristics Identifiers—Minnesota, North Hennapin Commu-

nity College

This document includes two studies related to the law enforcement program at North Hennapin Community College (Minneapolis, Minnesota). The first study reports the results of a survey sent to all students who listed law enforcement as their major field. Two hundred and four students (74 percent) completed the questionnaire which examined the students' characteristics and plans. The average age of the group was 24. Forty per-cent were employed in law enforcement or a closely related field, and the remainder expected to end up working for a public law enforcement agency. Overall, an interest in the occupational area outweighed all other factors for both men and women, inservice and preservice students, in motivating enrollment in the program. The second study reports the results of a survey sent to 147 police chiefs in Minnesota in order to determine the number of job openings in law enforcement in 1975, desired characteristics of new officers, and emerging occupations into which a person with with law enforcement interests might be directed. Most of the characteristics looked for when hiring a new officer fell into one of seven descriptive categories: job interest and ability, morality, emotional stability, understanding of people, intelligence, and personal appearance. Data are organized into tables and appended to each report. (ENHM)

ED 118 184

JC 760 110

Venneri, Rick A Report to the Faculty; Student Assessment Academic Transfer. Seattle Community Coll., Washington.

Pub Date Jan 76 Note-14p.

EDRS Price MF-\$0.85 HC-\$1.07

Descriptors—*Academic Ability, *Academic Pestrophysics Academic Tests, Cloze

Achievement, *Achievement Tests, Procedure, Educational Assessment, Procedure, Colleges, *Junior College Students, Mathematics, Motivation, National Norms, Reading Ability, Standardized Tests, *Transfer Students, Writing Skills

Identifiers—Seattle Central Community College

This student assessment project establishes an index of the level of educational preparation of on-campus day transfer students at Seattle Central Community College. Reading, writing, and arithmetic were chosen as indices of the level of academic preparation, and a self-report inventory was selected to measure academic motivation. Although participation in the study was volunta-ry, the 485 students tested in 30 different classes represented 56.9 percent of the enrolled students in those classes. by using cloze procedure, it was determined that 40 percent of the students were experiencing difficulty reading their required text-books. Sixty-seven percent of their writing samples were judged to be unacceptable for college transfer, and competency in arithmetic as demonstrated by a subtest of the Comparative Guidance Placement Program, placed these students no better than the 45th percentile on a national norm. On the other hand, these same students appeared to be as motivated (on the basis of an Academic Motivation Scale) as other average community college students across the nation. Subsequent reports will follow this sample of 485 students through the academic year in order to identify possible relationships between the variables and performance. (Author/NHM)

Contact-Credit Hour Ratio: Can Narrowing the Gap Lead to Legitimate Cost-Savings? Macomb County Community Coll., Warren,

Mich Pub Date 22 Jan 76

Note—5p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage *Credits,

Descriptors—Comparative Analysis, Educational Finance. *Finance Educational Finance, *Finance Reform, *Financial Support, *Junior Colleges, Liberal Arts, State Aid, *Teaching Load
Identifiers—Contact Credit Hour Ratio, Macomb

County Community College, *Student Contact

All liberal arts courses at Macomb County Community College where teacher contact with students exceeded the hours for which students obtained academic credit were examined, and comparisons were made with five neighboring universities and eight neighboring community col-leges. Macomb's practice of paying for additional aching time out of general revenues was found to be the most usual practice among the schools in the sample. However, for every course at Macomb in which the contact-credit hour ratio exceeded 1:1, at least one post-secondary institution in the sample, usually a university, had a contact-credit hour ratio considerably lower than Macomb's. If Macomb adopted a lower contactcredit hour ratio, considerable savings would result, because instructors would be generating more credit hours per full teaching load. Calculating according to the lowest ratios of the col-leges in the sample, \$357,504 would have been the savings in liberal arts for 1974-75. (NHM)

Callahan, Mary Patricia Marson, Arthur Course Content and Program Evaluation Model.

Final Report.

Moraine Park Technical Inst., Fond du Lac, Wis.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madis-

Note-426p.; Project No. 10-004-151-224 EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage

Problems, *Educational Assessment, *Educational Needs, Employer Attitudes, Evaluation Methods, Institutional Research, Junior Colleges, Manpower Needs, *Program Evaluation, Research Methodology, Student Attitudes, *Tacquies Institutes, *Tacqu *Technical Institutes

Identifiers-Moraine Park Technical Institute,

*Nominal Group Process In order to evaluate the content of the courses and programs of the Moraine Park Technical Institute (MPTI) and to identify weaknesses and strengths in meeting the needs of the employee employer, an in-depth evaluation school's five departments (trade and industry, business education, health occupations, agriculture, and general education) was conducted in 1973-74. A total of 1,021 responses were retrieved from 43 MPTI instructors, 36 advisory committee members, 6 area employers, 117 MPTI students, 51 MPTI graduates, and 10 management staff members participating in a Nominal Group Problem Identification session. These responses were supplemented by the results of a questionnaire completed by 104 advisory committee members and 84 area employers. Major problem area discovered include: the need for revisions in course objectives and materials; suggested changes in district policies, rules, and regulations; a need for additional or updated facilities; a desire for additional courses and programs; suggested changes in the scheduling of classes and classrooms for students and in-structors; a need for better instructional methods; and a need for better communications, better couseling and testing of students. Twenty-four recommendations are made, and data are or-ganized into 38 tables. (NHM)

ED 118 187

JC 760 113

Sewell, Susan
Descriptive Cost-Benefit Studies of Selected
Wisconsin VTAE Programs. Final Report.
Southwest Wisconsin Vocational-Technical Inst.,

Fennimore. Spons Agency—Wisconsin State Board of Voca-tional, Technical, and Adult Education, Madis-

Pub Date Jun 74

Note-61p.; Project No. 19-029-151-224. Some

pages may film poorly
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Cost Effectiveness, *Educational Benefits, Educational Economics, Graduate Surveys, Investment, *Job Satisfaction, Junior Colleges, *Salaries, Student Attitudes, Student Costs, *Technical Education, Technical In-stitutes, Vocational Education

A cost-benefit study of vocational-technical education was conducted at Southwest Wisconsin Vocational-Technical Institute in 1974. Thirty surveys were mailed to students who had graduated in May 1973 from the account clerk program or the business administration-accounting program at Southwest Tech. Thirty-one surveys were mailed to those who had applied to attend Southwest Tech during the 1973-74 school year, but did not attend. Response rates were 63 percent for the graduate survey and 41.9 percent for the nonattendant survey. The private economic benefit variable studied was income after graduation. The private economic cost variable books and supplies, room and board, fees, transportation, and foregone earnings. The private noneconomic cost and benefit variables were satisfaction with the community, convenience, and attitudes toward education, present job, and

making a decision as to a lifetime occupation. Costs are calculated and shown in tables; the average payback periods were found to be 6.97 years and 5.6 years. Since graduates have higher employment, higher earnings, and are more satisfied with their jobs and community, vocational-technical education would seem to be a worthwhile investment. The survey instruments are appended, and data are tabulated throughout the report. (Author/NHM)

JC 760 114

Lucas, John A. Follow-Up Study of 1975 Voc/Tech Alumni. Research Report Series, Vol. 7, No. 6. William Rainey Harper Coll., Palatine, Ill. Pub Date 1 Dec 75

Note—36p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Comparative Analysis, *Followup
Studies, *Graduate Surveys, Job Skills, *Junior
Colleges, *Student Attitudes, Technical Educa-Unemployment, *Vocational Education, Vocational Followup Identifiers-William Rainey Harper College

A followup study was conducted of all 493
William Rainey Harper College students who
achieved alumni status (48 hours or more or a degree) during the 1974-75 academic year in a career field. Between 279 returns to a mailed survey instrument, and 134 telephone interviews, a total of 413 responses were gathered, an 83.8 percent response rate. About 85 percent of the respondents had received degrees at Harper. There was a sharp decline in alumni transferring on to other colleges, a sharp increase in alumni remaining at Harper for a third year. Unemployment among the alumni rose from 1974, and the salaries of those leaving Harper was not higher than in 1974. The percentage of alumni remaining in the same field was in the 50 to 55 percent range. Compared to the last four almuni classes, the 1975 class worked fewer hours while at Harper and spent less time on extracurricular and informal campus activities. Although the general comments made about Harper's image, services, and policies were more favorable than in previous years, the alumni rated Harper's training as only half-way between helping considerably and helping somewhat in preparing them for employment. In the managerial skills area, Harper was rated as only helping somewhat. Data are arranged into tables, and the survey instrument is appended. (Author/NHM)

ED 118 189

МΙ

JC 760 115

Lucas, John A. Evaluation of Weekend and Early Morning Classes. Research Report Series, Vol. 7, No. 7. William Rainey Harper Coll., Palatine, Ill. Pub Date 3 Dec 75

Note-21p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Courses, Grades (Scholastic), Ju-nior Colleges, *Scheduling, *Student Attitudes, *Weekend Programs, Withdrawal Identifiers—*Early Morning Classes, William Rainey Harper College In order to measure the effect of early morning

and weekend scheduling at William Rainey Harper College, six different survey forms were developed and sent to the following groups of students: students taking six selected courses at 7 a.m., students taking the courses during regular times of the week, and students taking the courses on the weekend. Students finishing the cour-

were sent different forms than students withdrawing. In all, 797 students were polled, and 626 responded, a 78.5 percent response rate. Weekend students tended to have higher withdrawal rates than weekday or night students. However, they rated the courses as more beneficially the students are the students. cial than the weekday or night students, and they earned higher grades. Many would have preferred taking the courses at other times, and most felt that additional campus services should be provided on the weekend. Students taking 7 a.m. vioca on the weekend. Students taking / a.m. classes were more apt to withdraw than students in any other group. However, they withdrew because of personal problems, not because of the inconvenience of the time. Early morning students rated their ability to concentrate, the quality of other students, and the level of instructional support lower than the students in other groups, and tended to earn lower grades. The detailed results are shown in tables, and the survey instruments are appended. (NHM) ED 118 190

JC 760 116

Evaluation of Faculty Orientation--1975. Research Report Series, Vol. 7, No. 4. William Rainey Harper Coll., Palatine, Ill. Pub Date 10 Nov 75

Note—13p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Faculty, Compara Descriptors—*College Faculty, Comparative Analysis, Instructional Staff, *Junior Colleges Comparative Evaluation, Teacher Attitudes. Teacher Orientation

Identifiers—William Rainey Harper College In order to evaluate the four-day faculty orientation offered by William Rainey Harper College, tation offered by william Rainey Harper College, a survey was sent to all 202 full-time faculty in the fall of 1975. Ninety-one completed evaluations were returned. About 50 percent of the faculty felt that the orientation was very beneficial and should be continued as is. In 1974, 71 percent felt this way, the beth years about 10. percent felt this way. In both years about 19 percent felt it should be discontinued. The big difference between 1974 and 1975 was that more faculty in 1975 felt the orientation should be modified to shorten the formal orientation, allow ing more time for individual preparation and committee work. About 42 percent of the faculty were prevented from attending all or part of the orientation because of other commitments. In 1974 about 20 percent had suggested meeting off campus. Although this suggestion was followed, only 34 percent of the respondents felt that it was worth the money. Thirty percent felt money would be better spent attracting top educational leaders as speakers. New faculty felt the mentors assigned to them and the new faculty meeting were very helpful. An outline of the orientation program is included, data are organized into ta-bles, and the survey instrument is appended. (Author/NHM)

ED 118 191

JC 760 117

Dudding, Griffith
The Role of the Two-Year College and the Aging. Lehigh County Community Coll., Schnecksville,

Note-6p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors-Community Involvement, *Community Service Programs, *Educational Needs, *Junior Colleges, *Older Adults, Program Descriptions, School Community Relationship,

*Senior Citizens Identifiers-Lehigh County Community College

Lehigh County Community College has made inroads in providing education to meet the needs of the elderly in four areas: (1) development of establishment of community-based courses and activities for the elderly; (3) establishment of training programs for personnel in agencies that work with the elderly, and for private business owners who employ the elderly; (4) identification of the campus as a center for advocacy for the el-derly. Specific achievements in each of these four areas are delineated in this document. For exam ple, Lehigh has established a no-tuition policy for senior citizens; has introduced a Social Gerontology course into the curriculum; has employed senior citizens on campus; has established a community-based film series, a "Nutrition Bingo Program," and courses in such subjects as decoupage, ceramics, and creative home decorations; has offered conferences entitled "Changing Per-ceptives of Mental Health and the Elderly," "-Modified Therapeutic Communities Conference," "Lutheran Chaplaincy Training Conference," and "Preretirement Planning"; subscribes to and sup-ports groups such as the Gray Panthers and the Pennsylvania Association for Older Persons; and has created a Speaker's Bureau for the Elderly.

ED 118 192

Navajo County Community College District; Its History, Its Future, 1961-1985. Northland Pioneer Coll., Holbrook, Ariz.

Pub Date Feb 76

Note-121p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—American Indians, *Decentralized School Design, *Delivery Systems, Facility Planning, Financial Support, Found Spaces, Ju-nior Colleges, *Mobile Educational Services, Relocatable Facilities, *Rural Schools, *School

Community Relationship, Student Characteristics, Teacher Characteristics -Arizona (Navajo County),

*Northland Pioneer College This document presents an overview of the history and characteristics of Northland Pioneer College (NPC), established in 1974 to serve Navajo County, a rural, sparsely populated area in northeastern Arizona (70 percent Indian Reservation land). The information presented in this document is intended to be of assistance in NPC. The college is organized and characteristics of Northland Pioneer this document is intended to be of assistance in future planning for NPC. The college is organized according to a "minicenter" concept with four centers, each of which has a population service area of 3,500 to 7,500. Much of the equipment area of 3,300 to 7,300. Much of the equipment and supplies of the college have been mobilized to provide for easy delivery from center to center, and faculty who are willing to travel among the centers have been hired. This document covers the history of the college from its conception, through the opening of its doors in 1974, to projections for the future. NPC's goals are discussed, and student, faculty, and administrator characteristics are described. A special area of concentration is the school's relationship to the community it serves. Facilities and finan-cial resources are discussed, and a recommendation is made that a bond election be undertaken to provide the funds for some permanent facili-ties. Data related to Navajo County population, employment, business, and NPC enrollment, student and faculty characteristics, and finances are presented in tabular form. (NHM)

ED 118 193 JC 760 119 San Diego Mesa College Affirmative Action Policy. San Diego Mesa Coll., Calif. Pub Date 31 Mar 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Affirmative Action, College Faculty, *Junior Colleges, Personnel Policy, *Racial Balance, School Personnel, *Sex Discrimina-

This document describes the steps that San Diego Mesa College plans to take in order to bring about a balance in the racial and sex distribution of its faculty and staff that approximates the racial and sex composition of the population of the City of San Diego. The philosophy and goals of the Mesa College Affirmative Action Policy are set forth, and the apparatus necessary to monitor and enforce its implementation is detailed. Expected activities of the Affirmative Action Committee and the Affirmative Action Coordinators are outlined, and policies in the areas of budget and appeals are delineated. The present faculty and staff racial and sex composition is described for each department in the college (administration, arts and sciences, counseling, acquaintional education, and logisfied staff). ing, occupational education, and classified staff), and goals are set for one- and five-year periods. Finally, a calculation is made of how close the college will be in five years to its ultimate goal of an entirely balanced staff is the current goals are reached. (NHM)

ED 118 194 JC 760 120 1975 Graduates Placement Report: New Hampshire Technical Institute and New Hampshire Vocational-Technical Colleges.
New Hampshire State Dept. of Education, Concord. Div. of Post-Secondary Education. Pub Date [75]

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Benefits, Educational Assessment, Educational Benefits, *Followup

Assessment, Educational Benetits, *Followup Studies, *Graduate Surveys, Junior Colleges, Occupational Surveys, Salaries, *Technical Institutes, *Vocational Education Identifiers—*New Hampshire

A total of 712 students graduated from the seven institutions in the New Hampshire Post-Secondary Vocational-Technical Education Secondary Vocational-Technical Education System in 1975. In spite of the high unemployment rate in the State, 70 percent, or 495 of the eligible graduates were employed full-time by September 30, 1975; 3 percent were employed September 30, 1975; 3 percent were employed part-time, 12 percent were continuing their education full-time, and only 9 percent were still seeking employment. Of all graduates employed full-time, 91 percent have remained in New Hampshire, 88 percent commute to work from their home towns, and 92 percent are employed in their major or related field of study. Average catty ich selection is considered to the second state of the second s entry job salaries by job categories remained stable, showing no significant change from 1974. This is consistent with the general economic outlook. It is estimated that all graduates employed full-time will have a total gross earning power in excess of \$3,750,000 during their first year of employment. Data are tabulated for each of the seven institutions, according to program of study, and a list of representative companies employing 1975 graduates is provided. (Author/NHM)

ED 118 195

JC 760 121

Sewell, Donald H. And Others Report on a Statewide Survey About Part-Time Faculty in California Community Colleges. California Community and Junior Coll. Associa-

tion, Sacramento.

Pub Date Jan 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*College Faculty, Faculty Evaluation, Fringe Benefits, Instructional Staff, *Junior Colleges, Overtime, *Part Time Teachers, Salary Differentials, *State Surveys, Teacher Employment, *Teacher Salaries, Teaching

Load Identifiers-*California

In order to gain information on the employ-ment of part-time faculty, a survey instrument was designed and mailed to all of the two-year colleges in California. A total of 86 percent of the questionnaires were returned, and results extrapolated to provide a statewide picture. Part-time faculty were found to constitute a sizable and growing proportion of community college certificated staff. There are 14,273 individuals employed full-time in California community colemployed full-time in California community col-leges, and 20,027 employed part-time. Of the part-time employees, 7,505 are drawn from the pool of full-time faculty. In terms of full-time equivalents, 62 percent of community college in-struction in the state is handled by full-time facul-ty. The use of part time faculty is, distributed ty. The use of part-time faculty is distributed fairly uniformly throughout all instructional categories. Over 90 percent of part-time instructors work either full- or part-time in another capacity. The average hourly pay of part-time in-structors statewide ranges from \$11.25 to \$14.56. The average load is estimated to be 30 percent or 4.5 hours. Also discussed are hiring procedures, additional duties, faculty development, fringe benefits, and faculty evaluation. The survey instrument is appended, along with actual, rather than extrapolated, survey results. (NHM)

ED 118 196

JC 760 122

Jaski, Ernest B. The Impact of the Junior College Environment on Student Values and Retention. Pub Date Mar 70

Note—29p.; Abstract of Ed.D. Dissertation, University of Chicago EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-\$0.83 HC-\$2.26 Plus Postage Descriptors—Academic Aptitude, "College Environment, Dropouts, Intellectual Development, Junior Colleges, "Junior College Students, Personality Assessment, "Personal Values, Psychological Needs, "School Holding Power, "Student Characteristics, Transfer Students In order to assess the effect of college experiences on student values and recention a study

periences on student values and retention, a study was conducted of 848 beginning students at three was conducted not one of the beginning students at times private and four public two-year institutions in the Chicago area. At the beginning of the academic year, two tests were given: (1) the Activities Index to assess the personality characteristics of the students, and (2) the Allport-Verteristics of the students, and (2) the Allport-Verteristics. non-Lindzey Value Inventory to determine the values of the students. At the end of the academic year, two tests again were administered: (1) the College Characteristics Index to assess the college environment as perceived by the stu-dents, and (2) the Allport-Vernon-Lindzey Value Inventory as a posttest to ascertain any change in values over the year. Rather than assuming that personality characteristics or college climate alone was the more important correlate of value change, it was postulated that the dynamic interaction of the two was the determining factor. In fact, however, no significant change in values was found to have occurred at any of the seven was found to new occurred at any of the seven schools. On an aggregate basis, dropouts were found to be significantly lower on intellectual orientation than either stayers or transfers. Scholastic aptitude was found to have no signifi-cant effect on withdrawal at six of the seven schools. Data are presented according to institu-tion, and are organized into tables. (NHM)

ED 118 197

Fall 1975 Entering Students Continuing in the Same Community College in Spring 1976; Hawaii, Honolulu, Maui, and Windward Com-munity Colleges. Student Flow Project, Report No. 5

JC 760 123

Hawaii Univ., Honolulu. Community Coll. System

Pub Date Mar 76

Note—30p.; For related documents, see JC 760 069, 070, and 071. Not available in hard copy due to marginal legibility of original document.
Some tables may not film clearly
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Available from EDRS.

Pescriptors—*College Choice, Community Colleges, Educational Experience, *Educational Objectives, *Followup Studies, *Junior Colleges, Junior College Students, Longitudinal Studies, Participant Satisfaction, *Student Attitudes, *Student Interest Student Ocinient titudes, Student Interests, Student Opinion

Identifiers—*Hawaii

As a part of a longitudinal study of student progress through the Hawaii community colleges, four campuses.-Hawaii, Honolulu, Maui, and Windward--participated in a study of fall 1975 entering students continuing in the same college in spring 1976. The fall 1975 entering group numbered 3,924. Of the 2,790 who returned in the spring, 2,104 (75.4 percent) returned a survey administered at registration. Most students at Hawaii, Maui, and Windward listed "close and convenient" as the chief reason for college selection, but availability of a desired program also attracted students to Honolulu Community College. About 90 percent of the students said that they planned to continue their educations in fall 1976 -most of them by returning to their present cam-pus. The students considered only eight of the 16 student goals listed on the survey form as being important to them, and rated these eight accord ing to the degree to which their expectations had been fulfilled. Students evaluated their community college experience by reacting to 11 items; on all four campuses, instructors' backgrounds and helpfulness received the best average ratings. Observations are made on the characteristics of the various campuses with regard to both their programs and student populations. Data are tabulated throughout, and the survey instrument is appended. (NHM)

ED 118 198 IC 760 125 Community College Finances, 1975-76. [New Jersey]

Jersey State Dept. of Higher Education, Trenton

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage EDRS Price MF-30.83 HC-35.30 Plus Postage Descriptors—Budgets, Community Colleges, Costs, *Educational Finance, Enrollment Pro-jections, *Enrollment Trends, Expenditure Per Student, Facility Planning, Financial Support, *Junior Colleges, Resource Allocations, *State Aid, *Statewide Planning Identificre. *New Jersey

Identifiers-*New Jersey

This financial report of the New Jersey community colleges is organized around a series of five topics: (1) costs and enrollments; (2) allocation of resources; (3) sources of revenue; (4) en-rollment profile and output measures; (5) facili-ties and capital data. Each of the five sections contains quantative data from budget projections submitted by the colleges for fiscal year 1975-76 and prior years. State aid to the community colleges actually supports a full-time equivalent (FTE) student count 3 percent below the enrollment projections of the colleges. In 1974-75, in addition, there was a major discrepancy between the high actual enrollments at the colleges (60,257 FTE) and the original projections of the colleges (57,656). Latest estimates of enrollment for 1975-76 are for 66,400 FTE. However, because of state imposed FTE limitations, and elimination of the conventional state reimburse-ment mechanism for overenrollments, the coleges will only receive state funding for 53,129 FTE. There will be, however, a marked increase in other sources of funds, including federal, county, industry, and private. The increased enroll-ment appears to be part of a general pattern of overall growth in college attendance as an alternative to employment because of a scarcity of jobs. Detailed financial data are tabulated and appended. (Author/NHM)

ED 118 199 JC 760 126 State Plan for Community Colleges in the State of

Nevada.
Nevada Univ., Reno. Community Coll. Div.

Pub Date 7 Jan 71 Note-119p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—*College Planning, Community Colleges, Educational Needs, Educational Policy,

Enrollment Projections, Facility Planning, *Junior Colleges, Manpower Needs, *Master Plans, *Policy Formation, Post Secondary Education, *Statewide Planning, Student Interests,

Vocational Education Identifiers—*Nevada

This document is a 1971 master plan for the development of Nevada community colleges. The sion of the community college is seen fold: occupational, university parallel, develop-mental, community service, and counseling and guidance. Based on projected manpower no the establishment of two new community colleges in Clark County and Western Nevada is recommen'ed. These two new colleges will join Elko Community College as the foundation of the Nevada community college system. Enrollment projections for each of these three institutions are made for the 10-year period ending in 1980. Projections are based on an assessment of high school graduate interest in specific programs, and the expected effects of Nevada's public school adult education programs, of existing post-secon-dary occupational programs at the state universities, and of population growth. In addition, policy recommendations are made concerning admission standards, college size, grading, articulation, budget, facility improvement, and expansion. budget, facility improvement, and expansion. Specific recommendations include: the establishment of an open door policy; a grading policy designed to pass students, rather than to fail them; a goal of 60 percent of total student enrollment in occupational programs; a maximum size of 5 000 fall time neurotes students for new comments. of 5,000 full-time equated students for any community college in the state. (NHM)

ED 118 200

JC 760 127

Stine, Vance
Some Characteristics of Students Who Withdrew
from L.A.C.C. Spring 1975, Spring 1974, and
Spring 1973. Research Study No. 76-2. Los Angeles City Coll., Calif. Pub Date Feb 76

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Colleges, Dropout Attitudes, *Dropout Characteristics, *Dropout Research, *Dropouts, Ethnic Distribution, Females, Followup Studies, *Junior Colleges, Junior College Students,
Males, Participant Satisfaction, Persistence,
Student Employment, *Withdrawal
Identifiers—Los Angeles City College

This study examines the responses of the 1,474 students who withdraw from Los Angeles City College during the spring semesters of 1973, 1974, and 1975, and who completed the exit questionnaire. In spring 1975, 65 percent of the withdrawees were of non-Caucasian background, and 46 percent were male. About 40 percent of the males, and 20 percent of the females were in their first semester; and about 15 percent of the males, and 25 percent of the females were in their fourth semester or later. About 48 percent of the withdrawees had not been employed dur-ing the spring 1975 semester. Only about 26 percent were employed full-time. About 40 percent of the spring 1975 withdrawees indicated that they planned to transfer to a four-year college; 25 percent said they did not intend to transfer; and 33 percent were not sure. These proportions have been about the same for the last four years. Corresponding figures for the entire student body were 69 percent, 11 percent, and 19 percent respectively. About 97 percent of the withdrawees felt that they were adequately served by the college, and about half expected to return. The most often stated reason for withdrawal was going to work full-time, followed by personal problems. Data are overained into tables, and the problems. Data are organized into tables, and the withdrawal questionnaire (Author/NHM) appended.

ED 118 201 Lucas, John A IC 760 128

Research Report Series, Vol. 7, No. 9.

William Rainey Harper Coll., Palatine, Ill.

Pub Date 20 Dec 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Educational Assessment, Educa-tional Benefits, *Followup Studies, *Graduate Surveys, *Junior Colleges, Occupational Surveys, Program Effectiveness, Relevance (Education), *Student Attitudes, Terminal Students. Transfer Students Identifiers—William Rainey Harper College

In order to evaluate long-term benefits to students, William Rainey Harper College conducted five- and three-year followup studies of all 1970 and 1972 alumni. The population was defined as students who had accumulated 48 or more credit hours or had received a degree. In all, 385 1970 alumni, and 1,154 1972 alumni were surveyed by atumni, and 1,154 1972 atumni were surveyed by mail or telephone; 237 responses (61.6 percent) were received from 1970 alumni, and 815 (70.6 percent) from 1972 alumni. About 70 percent of this population had received a degree or certificate before leaving Harper. Career program alumni tended to remain in their fields, but transfer program alumni drifted away from the fields they had chosen at Harper. In general, the longer the alumni had been away from Harper, the more apt they were to be working at a higher skill and salary level, and to be working further skiii and salary level, and to be working furturer away from Harper. Sixty-two percent of the 1970, and 37 percent of the 1972 transfer alumni had earned bachelor's degrees by 1975. Overall, about 80 percent of the transfer alumni had about so percent of the transfer aumin had taken at least some other courses at another college since leaving Harper. In addition, Harper's programs, facilities, and faculty were rated as to their degree of relevance to the respondents' present lives and jobs, and compared to those at the cabetal Pagement on the leave of the other schools. Responses are tabulated, and the survey instrument is appended. (Author/NHM)

ED 118 202 JC 760 129 Commitment Five: A Long-Range Plan for Fraser Valley College. Fraser Valley Coll.. Chilliwack (British Colum-

Pub Date Mar 75

No:e-71p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Cluster Grouping, College Planning, Community Colleges, Educational Finance, Educational Needs, Educational Trends, *Enrollment Projections, *Facility Planning, Grouping (Instructional Purposes), *Junior Colleges, *Master Plans, *Program Planning, School Community Relationship

*Fraser Valley College
In order to develop a long-range plan for Fraser Valley College, this report reviews the national, provincial, and local setting for community colleges; presents a projection of future enrolland programs; reviews service facility requirements; and determines the future campus requirements and their costs. Projected enrollments for the total College District are: 4,965 in 1975; 14,873 in 1980; 20,016 in 1985; and 32,517 in 1995. However, there are many factors which may significantly revise these projections Thus, enrollment figures must be constantly reevaluated and their effect on long-range planning taken into account. In order that the College may fully meet the educational needs of the community, a projected balance of transfer, career, and community educational programs should be presented. Career programs should be grouped in clusters to facilitate the use of common courses and to allow students to build one career on another. Campus core facility requirements are projected for 1978, 1982, 1986, and 1990. These are based on projected enrollment, and instructional program requirements, and in-clude projections of square footage required and corresponding costs. Data are organized into tables throughout the document, and enrollment and population projections are presented in graphs. (Author/NHM)

ED 118 203 JC 760 132

Hawkes, Dennis A. Kapraun, E. Daniel, Jr.
Long-Range Career Education Plan for Frederick
Community College. Parts I, II, III.
Frederick Community Coll., Md.

Pub Date 71

МΙ

Note—95p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Careers, Community Colleges, Educational Assessment, *Educational Objectives, Employer Attitudes, Followup Studies, *Graduate Surveys, Junior Colleges, *Program Evalua-tion, *Program Planning, Teacher Qualifica-tions, *Vocational Education, Vocational Education Teachers

Identifiers-Delphi Technique, *Frederick Com-

munity College

In order to design a long-range plan for developing and evaluating career education pro-grams and services at Frederick Community College (Maryland), the following steps were taken: (1) 210 representatives of education, business, industry, and community organizations were selected to participate in a Delphi survey to define the goals of career education. Although only 104 individuals responded to the three rounds of Delphi questioning, the survey resulted in the identification of 10 clear-cut goals which are presented in this report. (2) In order to evaluate the college's current career education programs, a follow-up survey of career graduates was conducted, along with an employer evaluation of the career graduates. In addition, an examination of career faculty qualifications was made. (3) A plan of action was designed which gives both in-termediate (3 to 5 years) and long-term (10 years) objectives for accomplishing the stated goals of career education at the college. This plan of action is designed to provide the general framework which is necessary for systematic planning, organizing, and evaluating career edu-cation activities, and is not intended to provide final procedures for carrying out these activities. The various survey instruments utilized in this project are appended, as is a bibliography of selected references. (Author/NHM)

ED 118 204 JC 760 133 Task Force on Board Relationships. Final Report. Washington State Board for Community Coll. Education, Olympia. Pub Date 7 Jan 76

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-Administrative Policy, Administrative Problems, *Administrator Responsibility, *College Administration, Community Colleges, Educational Responsibility, Governance, *Junior Colleges, *State Boards of Education, State Legislation, State School District Relationship, *Trustees Identifiers—*Washington

The governance and management of the com-munity college system in the state of Washington is based upon a division of responsibilities between the 22 district boards of trustees and the State Board. In 1967, a formal division of responsibilities between the district boards and the State Board was enacted by the state legislature. Later reports of district and State Board activities divided these responsibilities into 10 problem areas:
(1) operating budget actions; (2) capital budget and project actions; (3) personnel actions, including professional negotiations; (4) real property acquisitions; (5) program and curriculum-related actions; (6) planning; (7) fees and charges; (8) legislative program; (9) State agency status; (10) multi-district cooperation. This report reassesses district and State Board responsibilities in each of these 10 areas, and makes a number of recom-mendations. A matrix graph is appended which explains the statutory responsibilities of each of the boards, enumerates recommendations, ex-plains the implications of the recommendations for board responsibilities, and delineates the steps necessary for implementation. (NHM)

ED 118 205 JC 760 134

Vaughan, George B. And Others

Consumerism Comes to the Community College. Topical Paper No. 55. California Univ., I

Los Angeles. Clearinghouse for Junior Coll. Information. Report No—TP-55

Pub Date Mar 76

Note-38p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Colleges, Community Relations, Educational Trends, Information Needs, *Junior Colleges, Legal Responsibility, Occupational Information, *Publicize, *Public Relations, *Recruitment, School Community Relations, *Recruitment, School Relationship, *School Publications Identifiers—*Consumerism

As interest on the part of federal and state agencies increases, and legislation is enacted to prevent consumer abuse in higher education, institutions must recognize that students, as well as taxpapers, are consumers of higher education, and that the educational marketplace must concern itself with fair practices, much as business and industry have done in the past several years. The first section of this paper is a philosophical overview of the effect of consumerism in the community college. Some reasons for the development of consumer problems in community colleges are outlined, and a rationale for committing institutional resources to deal with them is given. The second and third sections deal with constructive suggestions of student affairs spe-cialists at two community colleges (one rural and one urban institution) for facing the problems that consumerism presents to post-secondary edu-cation. Focuses include: the need for quick action; the need to gather accurate, relevant, and useful data concerning job descriptions and fu-ture job opportunities; the need to present both positive and negative information about the college facilities and atmosphere; and the need to explore various means of dispersing such informa-tion to interested members of the community. (Author/NHM)

JC 760 135

Babski, Carl Does Students' Expectation of Teachers Affect Students' Evaluation of Teachers Note-40p.; Practicum for Ed.D., Nova Universi-

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bibliographies, *Evaluation Criteria, Junior Colleges, Learning Experience, Litera-ture Reviews, *Student Attitudes, Student Characteristics, Student Evaluation, *Student Teacher Relationship, *Teacher Evaluation, *Teacher Role, Teaching Methods This report gives an extensive review of the

This report gives an extensive review of the literature dealing with student evaluation of faculty, and investigates the effect of a previously unexplored variable, students' expectations of the unexplored variable, students expectations of the teaching-learning situation. Eight student percep-tions of the teaching-learning situation were identified dogmatic, erotic, moral, therapeutic, intellectual, existential, humanistic, and prag-matic. These descriptions of student perceptions were worded into statements for the students to rank on a five-point Likert scale, according to their perceptions of what teaching and learning roles mean. This survey instrument was administered to classes in all four divisions at Mami-Dade Community College, along with questions designed to evaluate the course instructors, and questions intended to elicit information about the students answering the survey. Findings showed that there was no significant difference in showed that there was no significant unterence in the evaluation results among students with dif-ferent perceptions of teaching and learning roles. The survey instrument is appended, as is a bibliography of literature on the subject of student evaluation of faculty. (NHM)

ED 118 207

JC 760 136

Student Rights and Responsibilities.
Kentucky Univ., Lexington. Community Coll.

Pub Date Aug 75

Note—31p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Community Colleges, Discipline,
*Discipline Policy, Due Process, Freedom of
Speech, *Junior Colleges, School Law, School
Policy, *Student Behavior, Student Organiza**Control Policy Colleges Sudent Role, *Student Policy, Role Policy Polic Policy, *Student Behavior, Student Organiza-tions, *Student Rights, Student Role, *Student

Identifiers—*Kentucky
This document summarizes the rights and responsibilities of students in the University of Kentucky community college system. Part I deals with rules and procedures governing non-academic relationships between students and the University. The discussion is organized into five articles which have been adopted by the Universi-Board of Trustees and may be amended only by that body: (1) the community college judicial system; (2) the rights of students, including admission, financial aid, facility use, privacy, the hission, marieta au, racing dec, piracy, utc keeping of records, free expression, and free press; (3) the community college's supervisorial role over student organizations; (4) financial delinquency; (5) interference, coercion, and disruption. Part II deals with rules governing academic relationship, as adopted by the Community College Senate. In this part, the academic rights of students, and possible academic offenses (plagiarism, cheating) are discussed, along with procedures to be followed in the case of an academic offense or a breach of academic rights. Finally, this document discusses honor codes, and the composition of the Community College Ap-peals Board. (NHM)

PS

ED 118 208 PS 007 512 Brainerd, Charles J.

The Concept of Structure in Cognitive-Developmental Theory.
Pub Date Aug 74
Note—18p., Paper presented at the Annual Meet-

ing of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cognitive Development, Cognitive Processes, *Developmental Psychology, *Human Development, *Logic, *Models, Structural Analysis, Structural Grammar, Structural Linguistics

Identifiers-Piaget (Jean), *Structure (Psycholog-

This theoretical paper discusses (1) the meaning of the concept of structure, how the concept ing of the concept of structure, how the concept of structure is used by psychologists, and how the concept can be defined, and (2) the role of the concept "structure" in cognitive development with specific reference to Piaget's vision of intellectual development. The meanings of the term structura in structural psychology, in gestalt psychology and in the structuralist movement are described, and it is emphasized that the concept of structure is a purely located point. of structure is a purely logical notion. Adjectives (like grammatical) serve only to modify rather than define the generic concept. Treating structure in this way implies that structural isomorphism has useful implications for work in new areas. Such analytical uses of structure are contrasted with Piaget's conception of cognitive structure which, it is alleged, has been used as grounds for his stages. The possible fallacy of as-suming a relation between cognitive structures and cognitive stages in Piagetian theory is explained. Predictions concerning timing and sequence of stages based on this assumption are contrasted with Piaget's findings. (GO)

ED 118 209 PS 008 034

Salapatek, Philip And Others Infant Accommodation and Acuity Threshold as a Function of Viewing Distance.

Minnesota Univ., Minneapolis. Inst. of Child Development .

Spons Agency—Minnesota Univ., Minneapolis.
Graduate School Research Fund.; National
Science Foundation, Washington, D.C.

Report No-NSF-P2BI389 Pub Date Apr 75

Note—12p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Distance, *Eye Fixations, *Infan-cy, *Physiology, *Visual Acuity, Visual Stimuli Identifiers-Accommodation (Visual)

This study investigated whether the acuity threshold for distant targets is elevated for infants ranging in age from 24 to 63 days. Using square wave gratings and a modified staircase procedure, acuity thresholds for each of 331 infants were determined for one or more of the distances 30 cm, 60 cm, 90 cm and 150 cm. Acuity threshold was defined as the finest grating toward which the infant directed a significant proportion of first fixations. Results indicate that these thresholds were centered around a modal grating-stripe width of 30 minutes of visual angle, regardless of the infant's age. The predominant threshold of 20 - 30 minutes of an arc was found for the 150 cm distance, and no general improvement in acuity threshold was found over the age range tested. These results are in agreement with other infant acuity studies, showing that 1 to 2-month-old in-fants are sensitive to gratings of 2 cycles per degree or coarser. This value was relatively constant across large distances, suggesting that the 1to 2-month-old infant's lens does not accom-modate as a function of target distance. This finding is compatible with the evidence to date that the low visual acuity of the infant does not vary with the distance of the pattern being viewed. (It is suggested that the young infant is sensitive only to low spatial frequencies, so that there is not effective stimulus for accommodation.) (GO)

ED 118 210 PS 008 041

Siegler, Robert S. An Information Processing Approach to Children's Causal Reasoning. Pub Date Apr 75

ote—13p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, Note-13p.;

1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Proceintors Abstract Reasoning, *Childhood,

Descriptors—Abstract Reasoning, *Childhood, *Cognitive Development, Developmental Tasks, *Information Processing, *Logical Thin-king, Task Analysis, *Test Interpretation, king, T Validity

Valuaty
Identifiers—*Causal Reasoning
This paper questions evidence for the thesis
that causal reasoning of older children is sorte logical than that of younger ones, and describes (1) whether there are true developmental differences in causal reasoning, and (2) what ex-planations for developmental differences can be supported. In the first experiment a problem that was completely unfamiliar to the subjects was used, so that subjects could not base their responses on previous statements of parents or teachers. Results indicated a clear developmental dif-ference. In order to generate plausible interpretations of this finding, an information processing model was constructed to describe the steps involved in performing the experimental task. ous developmental differences were tested using an interactional strategy. Siegler and Liebert's and interactional strategy. Stegor and Eleberts regularity-without-contiguity task was analyzed and different versions presented to children of different ages. Competing explanations of the developmental difference were tested. Findings indicated that the difference lay only in the subjects' ability to overcome the influence of the blinking lights of the computer used in the ex-periment. The use of such an interactional design is recommended as a procedure for directly com-paring the strength of factors which are hypothes-ized as central by different theories. (GO)

ED 118 211 PS 008 082

Snyder, Samuel S. Feldman, David H. An Experimental Test of the Effects of Internal and External Disequilibrium on Spatial Reason-ing Development. Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date Apr 75

Note—47p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Cognitive Development, *Cognitive Measurement, Elementary School Students, *Models, *Predictive Validity, *Task Performance, Transfer of Training Identifiers—*Equilibration, Piaget (Jean)

This extension in sectionated causes I leads of internal

This study investigated several levels of internal and external disequilibrium and their interaction. Subjects were 63 fifth graders assigned to three groups according to their degree of internal dis-equilibrium. Internal disequilibrium was measured the amount "level mixture" (a tendency to respond to various events at several different reasoning levels) demonstrated on a map drawing pretest. Within each internal disequilibrium group subjects were assigned to low, middle or high external disequilibrium conditions, in which they received training on maps drawn at their own modal level, and one level above, or at two levels above. Post testing was conducted using the map drawing task, two spatial reasoning tasks and a delayed posttest. Findings suggest that: (1) external disequilibrium determines primarily the direction of discrepancy between existing and presented cognitive modes and is therefore an important factor influencing the direction of change; (2) internal disequilibrium relates to instability and may therefore primarily affect the amount of change; and (3) under conditions con-ducive to progressive change, bias distinguishes between subjects likely to advance in modal level and those likely to undergo further elaboration and consolidation of the current level. (Author/GO)

ED 118 212

Developmental Changes in Problem Solving as a Function of Level of Socialization.

Pub Date Apr 75
Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Childhood, *Problem Solving, So-cial Development, *Socialization, Time Per-spective, *Young Adults Identifiers—*Information Processing (Psychologi-

In this study, which examines the relationship between level of information processing and level of general socialization, a total of 90 children of general socialization, a total of 90 children aged 11 and 14 years and a group of 17 adults were presented with an organizational problem: how to order simultaneously presented tasks. Subjects were individually shown a map with locations and distances marked on face-down content and time distances could not seek to be seen and the seek of the seek and the seek of the seek tent and time-distance cards and asked to organize the performance of several tasks which had specific time constraints. Problem solving behavior was recorded by monitoring selection of cards, chosen sequences of moves on the map, and verbal comments. Data was analyzed first by testing 3 hypotheses derived from Schroder's construct of conceptual complexity. Each hypothesis was supported showing that with increasing age there are increases in level of proving time components of the task, in branching procedures and in the number of correct solutions. Second, the social background of the task was taken into account and hypotheses derived from this theoretical position discussed in terms of the data which confirms theoretical assumptions about the in-fluence of level of general socialization on actual problem solving behavior. The problem was then transformed into a domino-type game and presented individually to a total of 45 subjects in age groups 11 years, 14 years, and adult. Results showed that adults need more time for solving the domino type task but that younger groups. the domino-type task but that younger groups need less time and produce more correct solutions than on the organization problems. (GO)

Ison, Alice M. And Others
The Facilitation of Class-Inclusion by Use of Multiple Comparisons and Two-Class Perceptual Displays.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md. Report No—NIMH-MH-19223

Pub Date 12 Apr 75

Note—29p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 12,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Classification, *Cognitive Develop-ment, *Cognitive Processes, *Concept Forma-tion, *Elementary Education, Elementary School Students, Logical Thinking, Set Theory,

Transfer of Training Identifiers—*Class Inclusion

This paper reports two experiments which exprocesses involved in children's ability to solve class inclusion problems of the form, "Are there more A' (subclass) or more A (class)?" In the first experiment a total of 216 children in age the first experiment a total of 216 children in age groups 5, 7 and 9 years were placed in three con-ditions which were designed to distinguish per-formance on single and double class inclusion problems (involving implicit and explicit partitioning) and to examine subsequent transfer of experience with the double class display procedure when the child returned to the tradiprocedure when the child returned to the tradi-tional one-class setting. Findings support the posi-tion that certain perceptual contexts are more likely to induce the child to perceive the class rather than merely the subclasses. Overall transfer results also showed improvement but gave no significant effects for explicit compared with implicit partioning of the double class dis-play. Experiment 2 placed into two conditions a total of 120 children in age groups 5, 7 and 9 years, each condition comprising three consecutive tests designed to test the effect of intervening double class problems on Test 2 performance and

on Test 3 transfer effects. Anticipated improve-ments were demonstrated. Comparison of data from each experiment suggests that class inclusion is not what is at issue in part-whole comparisons. A general process description of what occurs in class inclusion problems is offered.

ED 118 214

PS 008 136

ED 118 214 PS 008 136 Kopp, C. B. And Others Early Cognitive Development of Pre-term and Full-term Infants: Component Structure of Sensorimotor and Developmental Examinations. California Univ., Los Angeles. Dept. of

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md

Report No-PHS-NO1-HD-3-2776

Pub Date Apr 75

Note—22p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Cognitive Development, *Com-parative Analysis, *Infants, *Motor Develop-ment, Perceptual Motor Learning, *Test Interpretation

Identifiers-*Sensorimotor Evaluations

This paper reports a study which examined the relationships of various facets of sensorimotor performance to abilities measured by a developmental examination of a sample of full-term and pre-term infants nine months after expected term date. This study addressed three questions: (1) Are there differences in the sensorimotor development of term and pre-term infants? (2) Can the internal structure of the sensorimotor scales be determined by a single factor or by multiple factors? (3) Do sensorimotor scales provide an added dimension to the measurement of infant cognition above that provided by developmental assessment? Data analysis showed no pre-term and full-term differences in sensorimotor per-formance and provide support for the view that sensorimotor measures can be used as a method to explore the organization of infant thought and supply information above that given developmental evaluations if more than one in-dicator is used. The question of the relationship between mental and motor abilities is discussed in terms of inconclusive data obtained on gross motor abilities. (GO)

ED 118 215 PS 008 167

Aaronson, May Moberg, Patricia E.
Home-Type Activities at the Day Care Center.
(Tipos De Actividades Del Hogar En El Centro

De Cuidado Diario.) Billings School District 2, Mont.; Institute for the Development of Human Resources, New York,

Pub Date [71]

-17p

MI

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Curriculum Development, Curriculum Guides, *Day Care Programs, *Early Childhood Education, Family School Relationship, *Learning Activities, Mexican Americans, *Migrant Child Care Centers, Spanish, Spanish Speaking, *Staff Improvement Identifiers—Montana Preschool Program for

Migrant Children

This paper argues that home activities comprise valuable unplanned curriculum and that many of these activities can be transferred to the day care center. It is suggested that these activities care center. In suggested that these activities foster a closer relationship between child and caregiver and bridge the gap between familiar home environment and novel day care setting. Home activities and situations which could be used in the day care center are listed with the emphasis on a need for parent-like involvement from the caregiver. Spanish and English versions of a staff development and training program for using home activities are included. (GO)

ED 118 216 PS 008 188

Holmberg, M. C. And Others
How Teacher Talk Creates Child Chatter.

North Carolina Univ., Chapel Hill. Frank Porter

Graham Center.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md

Report No-NICHD-2-PO1-HD-03110-06 Pub Date 75

Note—16p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Behavior Change, *Infancy, *Interaction Process Analysis, *Nonverbal Communication, *Verbal Communication Identifiers-Frank Porter Graham Child Develop-

This document reports the case of 2-year-old girl who demonstrated verbal ability at home but who communicated through nonverbal means in the preschool classroom setting. Baseline data was collected by classroom observation for ap-proximately 32 minutes per day during a 6-day period using an interaction process analysis for-mat. Verbal and nonverbal categories were recorded at 10-second intervals and indicated the direction of communication between subject, peers, and teachers. Analysis of baseline data showed gestural communication to predominate over verbal communication in a ratio of 4 to 1. As a result, a 10-day period of teacher intervention was instigated to increase the child's verbalizations by an increase in teacher talk and by the utilization of wh-form questions (who, what, when, where, and why). Praise was used to provide positive reinforcement. The 10-day period yielded little improvement in verbal responses, but continuation of the treatment produced a steady increase in verbal behavior. It was noted that without teacher help the child could main-tain verbal gains, and peer reinforcement is mentioned as a possible factor in the maintained improvement in the rate of verbalization. (GO)

ED 118 217 95 PS 008 197 Rodman, Joan 1.

Southeast Kansas Demonstration Child Develop-ment Center. Final Report.

Multi-County 4-C Committee, Inc., Ft. Scott, Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau No.-2-G-046 Pub Date 27 Feb 73

Pub Date 2/ Feb /3
Contract—OEC-7-72-0014(509)
Note—53p.; Appendix C of the original document is copyrighted and therefore not available. It has not been included in the pagination ble. It has not been included in the pagnitude
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Povelonment. *Child

Descriptors—Child Development, *Child Development Centers, Cognitive Development, Development Centers, Cognitive Development,

*Comparative Analysis, Curriculum Evaluation,

Motor Development, Physical Development,

*Preschool Education, *Preschool Tests, Program Evaluation, *Reading Readiness Tests,

*Screening Tests

Identifiers—Denver Developmental Screening

Test, Kansas (Fort Scott), *Southeast Kansas

Demonstration Child Devpment Cnt, Walker

Readiness Test

The development of 10 preschool children who

The development of 10 preschool children who attended the Southeast Kansas Demonstration Child Development Center was compared with the development of 10 preschool children who did not attend a child care center to ascertain the value of the center's program. Both groups were tested with the Denver Developmental Screening Test at the beginning and end of a 10-month period and with the Walker Readiness Test. Forms A and B, at the end of the period. Subjects in the experimental group came from low-income and middle-income families, while sub-jects in the control group came from families in all income brackets. At the end of the study the average reading readiness score of children in the experimental group was not significantly higher than that of the control children. The experimental group showed an increase in overall growth and development during the 10 months, but it was not significantly greater than the increase among control children. (BRT)

ED 118 218 PS 008 201 Robinson, Nance M. And Others
Staff Studies and Planning Cross-National
Research. Final Report.

Washington Univ., Seattle.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C. Report No—OCD-CB-191

Pub Date [75]

Note—3Up.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Child Care Centers, Comparative
Analysis, *Cross Cultural Studies, Curriculum
Design, *Day Care Services, Developed Nations, *Early Childhood Education, *Educational History, Educational Research, Infants,

*Objectives, Preschool Children, Teacher Characteristics, Teaching Methods This paper summarizes findings of an interna-tional study which compares the early childhood education and day care systems in 10 industraleducation and day care systems in 10 industrati-ized nations: France, Great Britain, Hungary, Yu-goslavia, Israel, Poland, Denmark, Sweden, USSR, and the United States. Provisions for chil-dren from infancy to school entrance are con-sidered. Historical perspectives on early educa-tion and care are reviewed and examples are given of three markedly different systems which provide day care and education to young children today. The bulk of the report consists of com-parisons among national systems along such dimensions as goals; composition of classes; training, selection, and supervision of staff; features of the physical plant; design of curriculum; and methods of teaching. The main contrasts ob-served between the United States and other countries studied include the absence of active research and program evaluation in most other countries and a lack of self-criticism on educational issues in countries other than the United States, Great Britain, and Sweden, Preschool personnel in other countries are said to have a sense of conviction and purposiveness that may in-fluence feeling of security in children and effec-tiveness in teachers. The report calls into question the assumptions of United States educaducation requires (1) low stu-dent-teacher ratios and (2) more stringent teacher education requirements than exist in other countries. It is noted that the early childhood goals of character development emphasized abroad appear to be lacking in United States systems. (GO)

ED 118 219 PS 008 218

Lyons-Ruth, Karlen Integration of Auditory and Visual Spatial Infor-

Integration of Auditory and Visual Spatial Infor-mation During Early Infancy. Pub Date 13 Apr 75 Note—15p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 13, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MP-30.83 HC-\$1.67 Plus Postage Descriptors—*Auditory Perception, *Behavior Patterns, Cognitive Development, *Infant Behavior, Models, Perceptual Development, Research Methodology, *Sensory Integration, Stimulus Behavior, *Visual Perception An experiment was performed to show that in-

An experiment was performed to show that in-fants perceive auditory and visual stimuli within a common space and that they perceive the sound as an attribute of the visual object. Subjects were 22 infants aged 3 to 5 months. Each infant was presented with a toy that moved in a small arc from side to side of a small window at the rate of one arc per second. The back-and-flurth movements occurred in synchrony with a chime. The sound was wired either to come from the front sound was wired either to come from the front window where the toy was located or from 90 degrees to the side behind a cloth, Two depen-dent measures were recorded: (1) liph and body movement, and (2) visual orientation to the left or right. Infants showed increases in agitated limb and body movement when presented with the chime spatially dislocated from its temporally synchronous visual source (the toy). Agitation was not shown when the chime and the toy were presented together in space. Infants who demonstrated adequate processing of the auditory infor-mation through accurate orientation behavior were most likely to show increased agitation. (Author/BRT)

ED 118 220 Peterson, Jenny Boyer PS 008 231

A Developmental Investigation of Verbal and Non-verbal Methodologies in Incidental Learning. Pub Date Apr 75

Note-30p.; ote-30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Comparative Analysis, *Elementa-ry School Students, *Incidental Learning, Intentional Learning, Memory, *Paired Associate Learning, *Research Methodology, Verbal Stimuli

This paper reports three experiments concerning methodological issues in studies on incidental learning performance which use verbal and nonverbal procedures and which appear to be ham-

pered by differences in stimulus materials, learning opportunities, and dependent measures. The first study, using 128 children from grades 3, 5, 7, and 9, attempted to determine if differences in developmental trends using paired associate and memory tasks can be attributed to methodologi-cal differences between the tasks. The second study, using 120 children from the same grades, attempted to see whether invariance in incidental performance across age with paired associate tasks is peculiar to a criterion level of intentional performance. The third study, using a sample of 80 children, examined whether observed develop-80 children, examined whether observed developmental trends in incidental learning may be affected by the degree of difficulty of the task as defined by memory load. General findings are examined to determine if the decline in incidental performance around 11 or 12 years is related (1) to the nature of the intentional task, (2) to minimal learning conditions, (3) to relatively unrelated intentional and incidental independent measures, and (4) to a moderately difficult or demanding intentional task. It is suggested that the decline can be eliminated by criterion levels of learning and by use of a very easy intentional memory task. A viable theoretical explanation for the decline is that at this age children focus on intentional material at the expense of incidental information. (GO)

ED 118 221

PS 008 232

Lickona, Thomas What Optimizes Moral Development Behavior? Where the Theories Converge. Pub Date Apr 75

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Affective Behavior, *Cogni Development, *Comparative Analysis, * *Cognitive vsis. *Elementary Secondary Education, Integrity,
*Moral Development, *Personality Theories, Social Environment, Student Responsibility

This paper attempts to find some similiarities among different theories of moral development, presenting a literature review of research and a presenting a interature review of research and a comparative analysis of results on three questions. The questions considered are: (1) What is the role of cognitive competence in moral development and what optimizes the cognitive aspects of moral growth? (2) What is the role of affect in moral development, and what optimizes the affective aspects of moral growth? (3) What supports the development of consistency between mature moral reasoning and moral behavior? It is suggested that the development of mature moral reasoning is facilitated by the imposition of real responsibilities in real social contexts, and by an environment which provides strong situational supports. (GO)

ED 118 222

PS 008 258

Martorano, Suzanne Formal Operations Thinking: Now You See It, Now You Don't.

Pub Date Apr 75 Note-15p.; Pages 14 and 15 have been filmed from best available copy; paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

Descriptors—Adolescence, Age Differences, *Cognitive Development, Cognitive Measurement, *Elementary Secondary Education, In-dividual Differences, Intelligence Differences, Intermediate Grades, *Learning Theories,
*Measurement Techniques, Models, Sex Differences, *Task Performance
Identifiers—*Formal Operations (Psychological)

This paper discusses research exploring the performance factors involved in studies which performance ractors involved in studies which test for formal operations. It is suggested that several previous studies dealing with formal operations confound performance and competence in determining the extent of subjects' formal operations schemata. Factors which might account for performance differences are: (1) tasks chosen by the investigators to measure for-mal operations thought, (2) the degree to which the investigators use a direct method of task presentation and questioning, (3) the number of dimensions along which tasks vary, (4) the con-tent area of the task, (5) sex differences, and (6) intelligence differences. Results of a series of experiments with elementary, junior high, and high school students which tested the extent to which these factors affect formal operations performance are presented. (BRT)

New York City Infant Day Care Study. Input Section: Final Progress Report, February 1, 1972-October 31, 1974. Medical and Health Research Association of New

York City, Inc., N.Y. Spons Agency—Office of Child Development (D-HEW), Washington, D.C. Report No—OCD-CB-118

Pub Date 75

Pub Date /5
Note—404p.
EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage
Descriptors—*Child Development, Cognitive
Development, Data Analysis, Data Collection, Development, Data Analysis, Data Collection,

*Day Care Services, *Early Childhood Education, Family (Sociological Unit), *Family Day
Care, Infants, Intelligence Tests, Interviews,

*Longitudinal Studies, Observation, Physical
Development, Research Design, Research
Methodology, Social Development
Identifiers—*New York City Infant Day Care

Study

This report concerns the field procedures and data analysis being used in the New York City Infant Day Care Study, a large-scale longitudinal study examining publicly-funded, community-controlled group and family day care programs in New York and comparing the effects of these programs and of home rearing on children and programs and of home tearing on clinteria and their families. Children's development and the patterns of care provided to them in group and family day care, as well as at home, are being evaluated and compared in three major areas: (1 child's health, nutrition, and physical develop-ment; (2) child's cognitive, linguistic, social, emotion, and personality development; and (3) family development. Procedures for assessing program input and developmental outcomes in these areas are described and design of the data analysis is discussed. The appendices, comprising most of the report, include (1) identification of commit-tee members, (2) forms and manuals for the field procedures (three fourths of the report), and (3) material relevant to the data analysis procedures and analytical framework. (Authors/ED)

ED 118 224 Center for Early Development and Education Progress Report, 1971-72. Center for Early Development and Education,

Little Rock, Ark

Spons Agency—Office of Child Development (D-HEW), Washington, D.C. Pub Date 15 Mar 72 Note—303p.; Reprints present in appendices of

original document are copyrighted and there-fore not available. They are not included in the pagination. Parts of some pages will reproduce

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage Descriptors—"Day Care Services, "Early Childhood Education, "Elementary Education, "Experimental Programs, Home Programs, Inservice Education, "Intervention, Low Income Groups, Open Education, Parent Participation, Programs Preservice Education, Program Descriptions, Research Projects

Identifiers—Arkansas (Little Rock), *Project

This report describes the evolving activities of an educational intervention program which is composed of (1) a comprehensive early child-hood program for children from infancy through age 6; (2) a subsequent elementary program of-fering continuity of developmental support; (3) day care services, including after-school activities for school-age children; (4) a broad research pro-gram in child development and education; (5) a comprehensive array of supportive family sercomprehensive array of supportive raimly services; and (6) preservice and inservice staff and student training programs. New developments and areas identified as needing change are discussed in relation to each aspect of the program. Discussion of the project's research activigram. Discussion of the projects research activi-ties includes an overall view of the research pro-gram and more detailed reports on Project AWARE (a human relations program for the pri-mary grades) and Project LEAP (an experimental language training curriculum for 2- and 3-year-old day care children). The preservice and inservice training programs for staff and students are described. In addition, a consideration of future

educational and research plans is included. Ap-pendices, comprising two thirds of the report, include (1) essays describing the program and its underlying principles; (2) tables showing the program's testing schedule; (3) materials used for home intervention (approximately one-fourth of the study); and (4) papers concerning the powerful position of day care today, the effects of day care on children, and aspects of research programs involving the disadvantaged. (ED)

ED 118 225

PS 008 272

Jones, Lewis W.
Informal Adoption in Black Families in Lowndes and Wilcox Counties, Alabama.
Tuskegee Inst., Ala. Center for Rural Develop-

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Report No—OCD-CB-373

Report No—OCD-CB-373
Pub Date 15 Jun 75
Note—52p.; Some pages may reproduce poorly
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Adoption, Child Welfare, Community Surveys, *Family Attitudes, Family
Characteristics, Grandparents, Interviews,
Legal Responsibility, *Low Income Groups,
*Negroes, Parents, *Rural Family
Identifiers—Alabama, *Informal Adoption
This research deals with the legal special and

identifiers.—Alabama, "Informal Adoption
This research deals with the legal, social and
cultural contexts in which informal adoption of
black children by adults takes place in rural south
Alabama. A total of 306 parent surrogates were
identified, interviewed and compared on the basis of 10 socioeconomic characteristics. Information was also collected on the number of children in-formally adopted in each house, reasons for the adoption, available alternatives to adoption, length of adoption period designated and circumtength of adoption period designated and circumstances of the parent and the parent surrogate when the child was taken in, characteristics of the child, and the relationship of child and parent surrogates with the natural parents. Data were collected on the incidence of parental request for retrieval of the child, on parental assistance in the care of the child, on the adoption children's physical and psychological condition, and on the parent surrogates. knowledge of the level adoption system. Analysis of the data indicated that there was a high degree of satisfaction and acceptance of the informal adoption arrangement, that the children were accepted into the surrogate homes as natural children, and that legal adoption was rarely considered or sought by these rural people. It is noted that the stringent requirements for legal adoption would deny many of the parent surrogates in this study the opportunity to become adoptive parents. Improvements in income, educational and health services are suggested as solutions which would not impair the traditional social concern among such people that assures children parental love and care. (GO)

ED 118 226

Sparling, Joseph J. Gallagher, James J.
Research Directions for the 70's in Child Develop-

North Carolina Univ., Chapel Hill. Frank Porter

Sorius Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Child Development (DHEW), Washington, D.C.

Report No-OCD-CB-47 Pub Date [74]

Note-46p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Child Development, Communication (Thought Transfer), Elementary Education, *Human Development, Infancy, Manpower Needs, Preschool Education, Research Coordinating Units, *Research Ne *Research Problems, *Research Utilization Identifiers—*Research Trends

This booklet is based on a series of 1971 conferences attended by 22 prominent individuals in the field of child development research. Conference participants met in three working panels (on infancy, the preschool child, and the school age child) to assess the current status of the child development research field and to project research needs for the coming decade. Representing the collective opinions of the panelists, the booklet describes trends in research, gaps in research activity, and barriers to research efforts. The priorities in child development research are discussed, and the consensus on research needs is reported under the following headings: (1) the need for more and better communication in research and development, (2) the need for collaborative research, and (3) the need for certain types of manpower. In addition, the synthesis of research results within and across disciplines is highlighted as a prerequisite for understanding the development of the child. (GO)

PS 008 285

Apfel, Nancy Brion, LaRue Home-Based Educational Curricula for Mothers

Yale Univ., New Haven, Conn. Spons Agency—Office of Child Development (D-HEW), Washington, D.C. Report No—OCD-CB-98

Note—526p.; Not available in hard copy due to sections of marginal legibility of original document; Journal reprints and flyers of the original document are copyrighted and therefore not available. They have not been included in the pagination
PRS Price MF-\$1.00 Plus Postage. HC Not

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Rearing, *Home Programs, Home Visits, *Infants, Instructional Materials, Interaction, *Intervention, Language Development, Observation, Parent Child Relationship, *Parent Education, Pgreschool Education, Pretend Play, Social Development Identifiers—*Curriculum Research in Infant Education.

This package contains five home-based intervention curricula for families with children between 12 and 30 months of age. Three independent curricula (each emphasizing children's language, play or social development) enlist the mother's aid as observer, teacher and researcher, and promote a three-way interaction among mother, child, and home-visitor. The Mother Only curriculum combines the three independent curricula into a single program in which the pri-mary interaction is between the mother and home-visitor, to the exclusion of the child (who should benefit from the education the mother receives). Likewise, the Baby Only curriculum is in combination form, but with the mother ex-cluded from the intervention program. Each curriculum contains materials for a program of 32 visits by a trained home visitor over an 18-month period. The goals, home-visitor role, patterns of visits, and problems encountered in testing the language, play, and social development curricula are briefly discussed. (ED)

ED 118 228 PS 008 286 Early Childhood Education in Action: The Second

California State Dept. of Education, Sacramento. Office of Information/Dissemination. Pub Date 75

Note—34p.; For the first annual evaluation report (1973-74), see ED 110 168 Available from—State Department of Education, 721 Capitol Mall, Sacramento, California 95814 (Paper, no price quoted) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Diagnostic Teaching, *Early Child-hood Education, Elementary School Students, *Individualized Instruction, Kindergarten, Parent Counseling, Parent Education, *Parent Participation, *Program Descriptions, Program Evaluation, Program Planning, Staff Role, *State Programs
Identifiers—California Plan for Early Childhood

Education

MJ

This report describes the second year activities and progress of California's plan for Early Childhood Education (ECE), which in 1974-1975 included more than 1,300 schools and 22 percent of the state's children in kindergarten through third grade. Topics covered are (1) An overview of ECE; (2) Why ECE works, including parent participation, parent education, individualized in-struction, staff role, concise planning, and accountability; (3) First year results in math and reading; and (4) Proposals for strengthening, continuing, and expanding ECE. The appendix gives sources of additional information about ECE.

ED 118 229 PS 008 288 Idaho Kindergarten Curriculum Guide. Idaho State Dept. of Education, Boise. Pub Date Jul 75 Note-143p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors—Childrens Books, *Early Childhood

Education, Educational Equipment, Fine Arts,
*Instructional Materials, *Intellectual Materials, Language Arts, *Instructional Materials, *Intellectual Disciplines, *Kindergarten, Language Arts, Mathematics Curriculum, Objectives, Parent School Relationship, Parent Teacher Cooperation, Science Curriculum, Social Studies, *State Curriculum Guides

Identifiers-*Idaho

This curriculum guide for kindergarten pro-grams in Idaho presents guidelines for administering the curriculum; describes characteristics of kindergarten children and qualifications of teachers and teaching aides; suggests ways to foster good home-school relationships; discusses the provision and use of facilities and basic equipment in the kindergarten. A section on developing your kindergarten curriculum illustrates appropriate daily schedules and describes in detail fine arts, language arts, mathematics, science and social science in the kindergarten classroom. The appendices include selected bibliographies of books for kindergarten students and teachers; specifications for building blocks, equipment and materials; an activity-centered room plan; and sample forms. (GO)

ED 118 230 PS 008 292

Asmussen, Patricia D. Simplified Recipes for Day Care Centers.

Pub Date 73 Note-218p.

Available from—Cahners Books, 89 Franklin Street, Boston, Massachusetts 02110 (Paper, \$12.95)

Document Not Available from EDRS

Descriptors—*Cooking Instruction, *Day Care Services, *Dietetics, *Early Childhood Education, Early Habits, *Food, Nutrition Identifiers—*Recipes

The spiral-bound collection of 156 simplified recipes is designed to help those who prepare food for groups of children at day care centers. The recipes provide for 25 child-size servings to meet the nutritional needs and appetites of children from 2 to 6 years of age. The first section gives general information on ladle and scoop sizes, weights and measures, canned foods and size conversions, and amounts of various foods needed to serve 25 young children. The remaining sections give recipes for soups, main remaining sections give recipes for soups, main dishes, vegetables, fruits, desserts, bread and cereals, and salad dressings. Each recipe is presented in table format with a list of in-gredients, a list of quantities needed, blank sec-tions for converting ingredient quantities from the 25-portion size to the amount required for the size of the day care center, and a list of steps for food preparation. (GO)

ED 118 231

Gonzalez, Gustavo The Identification of Competencies for Child Development Associates Working with Chicano

Children. Final Report.
Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency-Office of Child Development (D-HEW), Washington, D.C. Pub Date Dec 74

Note—149p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Activities, *Cultural Activities, *Day Care Programs, *Early Childhood Education, Educational Strategies, Measurement Techniques, *Mexican Americans, Minority Group Children, *Performance Based Teacher Education, School Community Programs, Spanish Speaking, Teaching Methods Identifiers—*Child Development Associates: Chicanos, Culture Based Curricula

The purpose of this investigation is to identify ncessary cultural, language, and cognitive skills and teaching methods for Child Development Associates (CDAs) working with Chicano children. Recent studies in the area of early childhood education focusing exclusively on the Chicano child are surveyed and abstracted. Charts of CDA skills and suggestions for corresponding classroom learning activities which make use of these skills are provided in the report. Appendices include (1) the description of a cognitive styles approach to determining competencies for teachers and Child Development Associates working with Chicano children, (2) a discussion of culture-based curricula for Chicano children, (3) a brief report on the CDAC Assessment Instrument. (4) the revised (December 1975) Integrated Competency Assessment Scale and Q-Sort Self Assessment Scale, by Max S. Castillo and Ana M. Castillo. (BRT)

ED 118 232 PS 008 301

Tate, Deanna R. Wright Modification of Impulsivity in Young Children. Pub Date Aug 75

Note-138p.; Ph.D. Dissertation, Texas Woman's University

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors—Behavior Change, Cognitive Processes, *Conceptual Tempo, Contingency Management, *Preschool Education, *Reaction Time, *Reinforcement, Response Mode, *Tu-

torial Programs

This study examined the relationship of tutorial enrichment of cognitive processes and reinforcement of lengthened response latency to measure-ments of impulsivity in 3- and 4-year-old children in a typical preschool setting. In a pretest-posttest control group design, 48 impulsive subjects (24 male and 24 female) were randomly assigned to tutorial and nontutorial groups, producing eight cells with six observations per cell. Subjects were administered the Kansas Reflection Impulsivity Scale for Preschoolers (KRISP), Form A, and the Slosson Intellingence Test. Tutorial subjects then received tutoring with standard curriculum materials in two sessions per week for a 6-week period. During tutorials, subjects were provided with at least two opportunities for reinforcement per minute for lengthened response latency and systematic search strategies. At the same nontutorial subjects continued their usual preschool routine. After 6 weeks, all subjects were administered the KRISP, Form B. The findings indicated that impulsivity was modifiable through the tutorial process, although the process was more effective for the 3-year-olds than for the 4-year-olds. The belief in orthogonality of efficiency and impulsivity was corroborated, as were the stability and independence of the impulsivity trait. (JMB)

ED 118 233 PS 008 302

Kessen, William And Others

Variations in Home-Based Infant Education: Language, Play and Social Development. Final Re-

Yale Univ., New Haven, Conn. Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Report No—OCD-CB-98

Pub Date Aug 75 Note—351p. EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

EDRS Price MF-30.83 HC-\$19.41 Plus Postage
Descriptors—Cognitive Development, Comparative Analysis, Curriculum Development,
*Home Programs, *Infants, *Intervention, Language Development, Longitudinal Studies,
Measurement Techniques, Observation, Parent
Child Relationship, *Parent Education, Play,
*Preschool Education, Social Development
Identifiers—*Curriculum Research in Infant Edu-

This report describes a comparative study of methods of home-based infant and parent education. The study involved 108 children, aged 1 to 2 1/2 years, in six groups of 18 each. In three groups a home visitor worked with the children and their mothers using a curriculum which focused on either play, language, or social development. In a fourth group, the home visitor used elements of all three curricula with the mother only. In the fifth group, similar curricu-lum elements were used by the home visitor with lum elements were used by the home visitor with the baby only. A sixth group (control) consisted of babies who were tested but not visited. Chil-dren were tested at 12, 18, 24, and 30 months of age for curriculum effects in language develop-ment, mother-child interaction, and cognitive development as evidenced in play. An in-depth comparison of subject performance in the six groups is provided. Extensive appendices, com-prising most of the report, include sample recruitment procedures, demographic characteristics, and correlational analyses of demographic variables. In addition, extensive descriptions of the curricula, laboratory procedures, measurement techniques, and coding manuals are included. (BRT)

PS 008 304 ED 118 234 Family Life, Literature and Films: An Annotated Bibliography. Minnesota Council on Family Relations, Minneapolis.

Note-375p.; For 1974 Supplement, see PS 008

Available from—Minnesota Council on Family Relations, 1219 University Avenue, S.E., Min-neapolis, Minnesota 55414 (Paper, \$6.50, plus \$0.50 postage, or set of 1972 edition and 1974 supplement, \$12.00, plus \$0.75 postage) EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Adolescence, Adult Education,
*Annotated Bibliographies, Child Development, Family (Sociological Unit), *Family Life,
*Family Life Education, Family Management,
Family Planning, *Films, Handicapped Children, Marriage, Older Adults, Parenthood Education, *Resource Materials, Self Actualization,
See Education, Semility, Social Perchamse Sex Education, Sexuality, Social Problems Identifiers—*Minnesota Council on Family Rela-

This revised selected bibliography offers descriptive annotations of literature, films, records, tapes, and other teaching aids related to marriage, parenthood, family relationships, and kindered topics. The material is divided into the following general areas: (1) theoretical bitationships. following general areas: (1) theoretical, historical, and cross cultural perspectives on the family; (2) sexuality, sex roles, and sex education; (3) human reproduction and family planning; (4) adolescence and youth, including materials for teenagers and adults; (5) premarriage considerations; (6) marital interaction and family process; (7) feet a service of the considerations of the consideration of the considerations of the consideration of the considerati (7) family crisis and disorganization; (8) child development and parenthood, including informadevelopment and parenthood, including informa-tion on parenting, adoption, day care, child abuse, and handicapped children; (9) middle and later years of adulthood; (10) self-growth and human potential; (11) social issues and the family (e.g., drug abuse, alcoholism, delinquency and crime, violence and aggression, leisure); and (12) philosophy and methodology of family life educa-tion. Lists of pertinent periodicals, publishers and sources for print materials, and producers and sources for print materials, and producers and distributors of audiovisual resources are also provided. (ED)

ED 118 235 PS 008 305 Family Life, Literature and Films: An Annotated Bibliography. 1974 Supplement. Minnesota Council on Family Relations, Min-

neapolis.

Pub Date 74
Note—244p.; For 1972 edition, see PS 008 304
Available from—Minnesota Council on Family
Relations, 1219 University Avenue, S.E., Minneapolis, Minnesota 55414 (Paper, \$6.50, plus
\$0.50 postage, or set of 1972 edition and 1974
supplement, \$12.00, plus \$0.75 postage)
EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

EDRS Price MP-30.83 HC-\$12.71 Plus Postage Descriptors—Adolescence, Adult Education, *Annotated Bibliographies, Child Develop-ment, Family (Sociological Unit), *Pamily Life, *Family Life Education, Family Management, Family Planning, *Films, Handicapped Chil-dren, Marriage, Parenthood Education, *Resource Materials, Self Actualization, Sex Education, Sexuality, Social Problems Identifiers—*Minnesota Council on Family Rela-tions

As a supplement to the 1972 edition of the Family Life Bibliography, this selected bibliography contains descriptive annotations of literature films records. ture, films, records, tapes, and other teaching aids related to marriage, parenthood, family and in-dividual relationships, and kindered topics. The materials are divided into the following general areas: (1) theoretical, historical, and cross cultural perspectives on the family; (2) male and female roles both within and outside the family; temate roles both within and outside the laming, (3) sexuality and sex education; (4) human reproduction and family planning; (5) adolescence and youth, including materials for teenagers and adults; (6) premarriage considerations; (7) marital interaction and family process; (8) family crises and disorganization; (9) child development and parenthood, including information on parenting, adoption, day care, child abuse, and handicapped children; (10) middle and later years of adulthood; (11) self-growth and personal potential; (12) social issues and the family (e.g., drug abuse, alcoholism, delinquency, leisure, violence, and aggression); and (13) the philosophy and methodology of family life education. Lists of pertinent periodicals, publishers, and sources for print materials, and producers and distributors of audiovisual resources are also provided. (ED)

ED 118 236 PS 008 306 California Child Day Care Licensing Task Force:

Report and Recommendations.
California State Health and Welfare Agency,
Sacramento. Office of Educational Liaison.
Pub Date 31 May 75

Note—132p.
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Administration, Child Abuse, Con-sultants, *Day Care Programs, *Family Day Care, Government Role, Interagency Coordina-tion, Personnel Management, *Policy Forma-

tion, Personnel Management, *Policy Forma-tion, *State Licensing Boards, *State Stan-dards, Teacher Certification, Zoning Identifiers—California, *Day Care Licensing This report contains information relevant to policies for child day care regulation in Califor-nia. An introductory section of the report briefly provides background information on the development and goals of the California Day Care Licensing Task Force, summarizes policy recom-mendations, and defines the terms used in the report. Separate committee policy reports are presented on the following topics: (1) philosophy underlying the licensing effort and feasibility of alternatives to licensing; (2) administrative organization and integration of regulatory programs; (3) standards; (4) programs (4) standards; (4) programs (5) standards; (5) programs (6) programs (6) programs (6) programs (7) programs (7) programs (7) programs (8) programs (8) programs (8) programs (9) programs (9 grams; (3) standards; (4) supervision, consulta-tion, and personnel administration; and (5) en-forcement. A discussion of task force policy recommendations is offered. The appendices, comprising more than one-half of the report, include: (1) a short history of day care licensing in California; (2) the full text of several issue papers prepared by task force consultants which deal with day care and child development program licensing, standards, and administration; and (3) a selected bibliography of additional reference materials. (ED)

ED 118 237 PS 008 309

Dill, John R. And Others

A Study of the Comparative School Achievement
of Day Care Graduates. Final Report for Research Project.

Day Care Council of New York, Inc., N. Y.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C. Report No—OCD-CB-253

Pub Date Jul 73

Note-120p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Academic Achievement, Achievement Tests, Comparative Analysis, *Culturally Disadvantaged, *Day Care Programs, Demography, *Early Childhood Education, Economic Disadvantagement, Family Characteristics, *Intervention, Negro Students, Physical Health, Program Content, Sex Differences, Social Behavior, Student Records Identifiers—*New York (New York), Project

This study investigated the impact of dif-This study investigated the impact of dif-ferential programming on urban, low income black children's early school achievement. The 728 children in the study, all residents of the Bedford-Stuyvesant and Brownsville areas of Brooklyn, N. Y., were "graduates" of 17 preschool programs during 1967, 1968, and 1969. The programs included 6 licensed, develop-mental day care centers: 4 unlicensed custodial mental day care centers; 4 unlicensed, custodial day care programs; 4 Head Start Centers; and 3 Board of Education Early Childhood Centers and prekindergarten programs. Specific information about each of the programs was obtained from a about each of the programs was obtained from a retrospective interview schedule and included program objectives, facilities, staff, curriculum, parental involvement, and ancillary data. Data collected from elementary school records in-cluded demographic information (particularly birthplace and family characteristics), school at-tendance, personal/social behavior, physi-cal/health status, and school achievement as mea-sured by the Metropolitan Achievement Test and sured by the Metropolitan Achievement Test and the Reading and Mathematics Test for New York State Elementary Schools. The results strongly suggest that children from licensed day care programs are performing better than their peers dur-ing the early school years. Specific results and data limitations are discussed in detail. (ED)

Sandusky, Annie Lee And Others
Families for Black Children: The Search for Adoptive Parents. II. Programs and Projects. Children's Bureau (DHEW), Washington, D.C. Report No—DHEW-OCD-72-35 Pub Date 72

Note—72p.; For Part 1 of this report, "An Experience Survey," see ED 054 857; Light print areas throughout document
Available from—Superintendent of Documents,
U. S. Government Printing Office, Washington,
D. C. 20402 (DHEW Publication No. (OCD)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Adoption, Black Community, Community Agencies (Public), Financial Sup-

port, Interagency Cooperation, Interagency Coordination, Interviews, *National Surveys, *Negro Youth, Private Agencies, *Program Descriptions, *Program Development, Welfare

Identifiers-*Adoption Programs, Biracial Chil-

This report is a collection of abstracts describing the salient features of 20 adoption programs for children and infants of black and biracial background and attempts to delineate those program features which appear to be associated with effectiveness. Information on each program was collected by means of an unstructured interview with individuals at various staff and administrative levels. An account of each program is given under the following headings: Duration; auspices; purpose; staff involved; methods; community involvement; publicity; intra-agency modifications or innovations; inter-agency efforts; problems and obstacles encountered; steps taken to solve problems, if any; factors reported as most helpful; and cost to adoptive parent. Certain themes were recurrent in the summaries: (1) the primary goal of all programs was to find adoptive homes for black and mixed background children, (2) the black and mixed background children, (2) the auspices of the programs varied considerably, (3) nearly all respondents gave top priority to involvement of the black community in the development of programs, policies and procedures, (4) state, county and municipal departments of of Public welfare play an important role in the workings of adoption agencies, (5) respondents stressed the importance of interagency cooperation and coordination for effecagency cooperation and coordination for effectiveness, (6) limited funds and staff account for restricted efforts to increase the number of adop-tive placements, and (7) most programs attempt to inform the public about the magnitude and ur-gency of the need usually through use of mass media. (GO)

ED 118 239 PS 008 311 Heild Start Services to Handicapped Children.
Third Annual Report of the U.S. Department of
Health, Education, and Welfare to the Congress
of the United States on Services Provided to
Handicapped Children in Project Head Start.
Office of Child Development (DHEW), Washing-

ton DC Pub Date Jun 75

Pub Date Jun 75
Note—31p.; For First and Second Annual Reports, see ED 111 522 and 523
EDRS Price MF-\$0.83 Hc-\$2.06 Plus Postage
Descriptors—*Early Childhood Education, *Han-

EDRS Price MF-30.83 HC-32.06 Plus Postage Descriptors—*Early Childhood Education, *Han-dicap Detection, *Handicapped Children, Lan-guage Handicapped, Mentally Handicapped, Multiply Handicapped, Normalization (Han-dicapped), Parent Counseling, Physically Han-dicapped, Preschool Curriculum, *Preschool Programs, Program Development, *Regular Class Placement, Secial Services, State, Section, State s Placement, Special Services, State Sur-

Identifiers—*Project Head Start
This report documents the status of handicapped children in Head Start programs during Fiscal Year 1975, including the number of children served, their handicapping conditions, and the services provided. It is reported that children professionally diagnosed as handicapped ac-counted for at least 10.4 percent of children encounted for at least 10.4 percent of children en-rolled in full-year Head Start programs. Nearly 57 percent of these children required a "fair amount" or "practically constant" special assistance. One of the most important services Head Start programs have offered handicapped children is the chance to be in a developmental environment with non-handicapped children. Counseling for families of handicapped children. Counseling for families of handicapped children, modifying physical facilities, and providing spe-cial equipment are among the services Head Start provides for its handicapped children. Diagnostic criteria for identifying handicapped children for inclusion in the Head Start program are provided. All Head Start programs enrolling handicapped children require staff members to have additional training. Fourteen experimental programs for handicapped children are attempting to develop new methods of serving handicapped Head Start children. Results of a state-by-state survey of Head Start services provided to handicapped children are presented in tabular form. (BRT)

ED 118 240 Boger, Robert P. Andrews, Mary P. Early Social Development: Parent and Child Pro-

Michigan State Univ., East Lansing. Inst. for

Michigan State Univ. East Lansing. Inst. for Family and Child Study.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No—OCE-CB-485

Pub Date 30 Jun 75

Note—298p.; Pages 253 through 257 have been filmed from best available copy; some lines may not reproduce clearly because of type size or print quality
EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Classroom Observation Techniques, *Day Care Programs, *Early Childhood Educa-tion, *Experimental Programs, Interaction Process Analysis, Parent Child Relationship, *Parent Participation, Parent Teacher Cooperation, Peer Relationship, Preschool Children, Self Concept, Social Behavior, *Social Development, Sociometric Techniques

This study investigated the effects of short term supplemental parent and classroom programs on the self-concept, sociometric status, social in-volvement, and heterogeneity of friendship and associations of day care children 3.3 to 5 year of The treatment conditions compared: (1) a regular day care program (control); (2) a day care program with supplemental classroom activi-ties designed to enhance specific social interaction skills; (3) a day care program with a supplemental parent program focusing on increasing parent-child and parent-teacher interac tion; and (4) a day care program with both sup-plemental classroom and parent programs. Data were collected before and after the 12-week intervention period, from approximately 200 black and Anglo children in eight large day care cenand Angol Charlett in egit hage day care extrements the sum IDS Self-Concept Referents Test; Play Situation-Pic-ture Board Sociometric; Classroom Socio-Obser-vations; and the Observation and Socialization Behavior instrument (revised), a videotaped ob servational rating procedure. Significant dif-ferences across treatment conditions were evidenced on a number of variables. The appendices include supplemental information on the in-struments used, sample lessons from classroom and parent programs, and descriptions of the centers involved. (ED)

ED 118 241 PS 008 313

Herzog, Elizabeth And Others Preschool and Postscript: An Evaluation of an

rescriot and Posteripi: An Evaluation of an Inner-City Program.
George Washington Univ., Washington, D.C. Social Research Group.
Spons Agency—Children's Bureau (DHEW), Washington, D.C.
Pub Date [72]

MI

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors-*Academic Achievement, Achieveescriptors—"Academic Achievement, Cains, "Disadvantaged Youth, "Early Childhood Education, Intelligence Quotient, Intelligence Tests, "Intervention, Kindergarten, Longitudinal Studies, Low Income Groups, "Preschool Programs, Program Descriptions, "Evaluation," Program Effectiveness, Program Evaluation, Sex Differences, Socioeconomic Status Identifiers-*District of Columbia

This report describes the history, program, sample population, assessment methods, particireactions, and final evaluation of a pant reactions, and final evaluation of a '-year study which investigated the long-term effects of a 2-year traditional nursery school intervention program. A total of 30 disadvantaged children with below-normal initial IQs began the full-day program at age 3 and continued the program for 2 years. The children then entered a special kindergarten class for one year, were kept together for 2 subsequent years in a special school situation, and entered regular third grade classes. Followup information was obtained during the third, fourth and 6th excels. The excepted scirics in the control of the program of the control o fourth, and fifth grades. The assessment criteria used were restricted to objective measures of intelligence and school achievement, such as lan-guage use and understanding, perceptual dis-crimination, concept formation, sensorimotor coordination, memory, and number skills. Final results indicate that the improvements evidenced by children in the treatment group after the preschool program gave them little or no advantage by the end of the fourth grade over their peers who did not receive treatment. Sex, initial IQ, and sociometric status showed systematic relations to patterns of later IQ scores and school achievement, measures. Methods of assessment achievement measures. Methods of assessment used and final results are discussed in detail.

ED 118 242 PS 008 314

McGowan, Brenda G.
Case Advocacy: A Study of the Interventive
Process in Child Advocacy.
Columbia Univ., New York, N.Y. School of So-

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No-OCD-CB-386 Pub Date 73

Pub Date 73
Note—240p.; For other section of this two-part final report on the project, "Child Advocacy Methods and Techniques: An Evaluative Study," see PS 008 315; Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage Descriptors—Agency Role, Case Studies, Change Strategies, *Child Advocacy, Critical Incidents Method, *Elementary Education, *Interven-tion, Literature Reviews, Measurement tion, Literature Reviews, Measurement Techniques, *Preschool Education, Social Agencies, Social Work, *Social Workers, Theo-

Identifiers-*Child Advocacy Research Project,

Childrens Rights

An exploratory study of child advocacy cases as conducted and reported by social agency wor-kers is presented in this report. Most of the data were collected with the use of a critical incident technique, by which case workers from eight agencies reported selected child advocacy cases in which they had participated over a 4-month period. Information obtained from 163 of the case worker reports was coded and analyzed in terms of the advocate, client, problem, target system, objective, available resources, receptivity of target system, intervention level and method used, and outcome involved in each case. The resources used by the case worker and the receptivity of the target system involved are suggested to be especially influential in case outcomes, as portrayed by the data. The implications of the data for case advocacy practice and theory are discussed. A review of advocacy and social inter-vention literature is included. (BRT)

ED 118 243 PS 008 315

Kamerman, Sheila B.
Community Based Child Advocacy Projects: A

Study in Evaluation. Columbia Univ., New York, N.Y. School of So-

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Report No—OCD-CB-386

Report No—OC.D-C.B-386
Pub Date 4 Sep 73
Note—327p.; For other section of this two-part final report on the project, "Child Advocacy Methods and Techniques: An Evaluative Study," see PS 008 314; Occasional light print EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—*Child Advocacy, *Community Programs, Evaluation Criteria, Evaluation Methods, Field Interviews, Financial Support, Organizational Effectiveness, *Program Development, *Program Effectiveness, *Program Evaluation

Identifiers-*Child Advocacy Research Project:

Childrens Rights

This report describes a study of 23 community based child advocacy projects, located in 14 states and 20 cities, and outlines a strategy for evaluating such projects. Data on each project's history, development, and current activities were obtained. Data were analyzed to (1) determine how such projects are started and become operational, (2) identify stages in project development, and (3) establish a strategy for evaluating each identified stage of development. From the analyses, an evaluation instrument for communi ty-based child advocacy projects was developed and piloted on six of the 23 projects studied. Semi-structured interviews were conducted with staff at these six projects to determine the rela-tive success of each child-advocacy project in

terms of its planning and implementation. Variables such as funding agency, leadership, program structure, and advocacy objectives, processes, and targets were found to be important in program effectiveness. A review of evaluation research is included. (BRT)

ED 118 244 PS 008 316 Holmes, Monica B. And Others

The Advocacy Components of Six Head Start
Parent-Child Centers: A Final Report. Center for Community Research, New York,

Spons Agency—Office of Child Development (D-HEW), Washington, D.C. Report No—OCD-C-2997A-H-O Pub Date Nov 74

Note-103p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Child Advocacy, Community Resources, *Demonstration Programs, *Family Programs, Paraprofessional Personnel, *Preschool Children, Program Costs, Program Descriptions, Program Evaluation, *Social Services, Staff Role, Staff Utilization

Identifiers-*Project Head Start

This report evaluates a three-year-demonstration program in child advocacy, created as part of existing Head Start Parent-Child Centers to meet the needs of children under 5 and their families. Local services were integrated and new services created in a variety of areas (health, housing, education and welfare) using a primarily paraprofessional untrained staff. Evaluation data were collected from on-site interviews with Advocacy Component (AC) coordinators and staff members, community agency administrators, and randomly selected families served by the ACs as randomly selected families served by the ALS as well as from monthly statistical reports on contacts, referrals, staff changes, etc. The report is divided into eight sections (1) the history and development of the AC program; (2) initial objectives and their changes; (3) activities on behalf of individual families and the relationships between ACs and the families served (including Detween ALs and the families served (including AC population characteristics); (4) family education efforts (e.g., workshops, meetings); (5) agency coordination efforts; (6) staffing patterns, staff functions, training and turnover; (7) the functional cost data analysis; and (8) conclusions. Generally, the ACs are thought to have accomplished considerable work in their communities and on behalf of individual families, but their achievements were found to fall short of the nine national goals originally set for the program.

ED 118 245 24 Behavior Modification in the Classroom: An Ab-stract Bibliography. Catalog No. 139. ERIC Clearinghouse on Early Childhood Educa-

tion, Urbana, III.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Nov 75
Note: 417

Note—40p.

Available from—Publications Office, I.C.B.D.,

Available from—Publications Office, LC.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 139, \$1.80) EDRS Price MF-\$0.83 MC-\$2.06 Plus Postage Descriptors—*Annotated Bibliographies, *Behavior Change, Behavior Problems, *Class Management, Contingency Management, Discipline, *Elementary Education, Locus of Control, Motivation, *Preschool Education, Reinforcement, Self Concept, Teacher Behavior

This selective bibliography contains references to 76 ERIC documents and journal articles on the to 76 ERIC documents and journal articles on the subject of behavior modification in the preschool and elementary school classroom. A total of 36 entries were taken from "Research in Education" (RIE), 1969 through 1974, and 36 entries were taken from "Current Index to Journals in Education" (CIJE), 1973-1975. Included are samples of programs in which behavior modification has been used, descriptions of how to use behavior modification techniques, research on the effectiveness of behavior modification techniques, and discussion of critical issues related to behavior modification. (GO)

ED 118 246 24 PS 008 324 American Indian Education: An Abstract Bibliography. ERIC Clearinghouse on Early Childhood Educa-

tion, Urbana, III.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date Nov 75

Note-37p.

Note—37p.

Available from—Publications Office, LC.B.D.,
College of Education, University of Illinois, 805
West Pennsylvania Avenue, Urbana, Illinois
61801 (Catalog No. 141, \$1.75)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Adult Education, *American Indian
Culture, *American Indians, *Annotated
Bibliocraphies Bilinoual Education, Early

Cutture, "American Indians, "Annotated Bibliographies, Bilingual Education, Early Childhood Education, Educational Methods, Educational Research, "Elementary Secondary Education, Federal Programs, Parent Participa-

coucation, rederal Programs, Farent Participa-tion, *Program Descriptions, Student Needs, Teacher Education

This bibliography is composed of selected documents on American Indians in the ERIC microfiche collection and in journal literature dating from 1973 to 1975. Included among the dating from 1973 to 1975, included among the entries are surveys of the special needs of American Indians, descriptions of federally-sponsored projects on American Indian education, evaluaons of American Indian schools, studies of American Indian cultural traits that might affect the educational process, research on instructional approaches and techniques used with American Indian children, documents on special techniques for the education of teachers who work with American Indian children, and curriculum materials for and about American Indians. The 73 entries include 45 document abstracts taken from "Resources in Education" (RIE) and 28 journal article annotations from the "Current Index to Journals in Education" (CIJE). (Author/ED)

ED 118 247 24 PS 008 327

Glockner, Mary And Others Memos for Teachers and Caregivers of Young ERIC Clearinghouse on Early Childhood Educa-

tion, Urbana, III. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 75

Note—22p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805
West Pennsylvania Avenue, Urbana, Illinois
61801 (Catalog No. 142, \$1.25)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Body Image, *Games, Group Activities, Imagery, Motor Development, *Parent Participation, Parent Teacher Cooperation, *Physical Activities, *Preschool Education, Role Playing, *Teaching Techniques Identifiers—*Movement Activities, Transition Activities

tivities

This booklet presents three brief papers which focus on movement activities, transition activities, and incorporating parental assistance in preschool classrooms. "Let's Get Moving" suggests many classrooms. Let's det Moving suggests many circle, imagery, and mime exercises, for in-dividuals, pairs, or groups of children. "Tips on Handling Transition Times" offers techniques teachers can use to help children adjust to different activities, and suggests some short activities to involve uneasy or impatient children. "-Parents: A Plus in the Preschool" lists a variety of useful duties for parents to perform in the classroom. (BRT)

ED 118 248 PS 008 329 LaVoie, Joseph C. Adams, Gerald R.

A Comparative Test of Locus on Control Measures and IQ as Predictors of Children's Task

Pub Date Apr 75 Note—32p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, *Compara-tive Analysis, *Elementary Education, Elemen-tary School Students, *Intelligence Quotient, *Locus of Control, Multiple Regression Analysis, *Predictive Ability (Testing), Sex Dif-

Identifiers-Nonacademic Achievement In this study, locus of control and IQ were compared to assess the power of each as a pre-dictor of performance on academic and nonacademic tasks. Four locus of control scales: the Intellectual Achievement Responsibility Scale, the Academic Achievement Accountability Questionnaire, the Rotter I-E scale, the Origin-Pawn measure and the Iowa Tests of Basic Skills were group administered to a sample of 74 fifth grade children over a 2-week period. Following this test procedure, the subjects were asked to perform a motor task (pasting stars in circles), a counting task (for which the subjects had an option of selecting the level of task difficulty), a block stacking task, and a practice test on math problems followed by a math problems task for which subjects could select difficulty level. The performance measures were administered over a period of 1 week. Multiple regression analyses showed that prediction of performance was contingent on sex of the child and task. The best predictor for academic related tasks was IQ; whole locus of control predicted performance on some, but not all non-academic tasks. The data were compared to previous research, and the utility of locus of control as a predictor of task per-formance was discussed. (Author/GO)

ED 118 249 PS 008 335 Pick, Anne D., Ed.

Minnesota Symposia on Child Psychology, Volume Pub Date 75

Note—211p.; Papers from Annual Symposium, University of Minnesota (9th, Minneapolis, Minnesota, October 1974)

Available from—University of Minnesota Press, Minneapolis, Minnesota 55455 (\$12.50) Document Not Available from EDRS

Document Not Available from EDRS
Descriptors—Behavior Patterns, *Child Development, *Developmental Psychology, *Elementary Secondary Education, Infant Mortality, Knowledge Level, Language Development, *Preschool Education, Problem Solving, Prosocial Behavior, Sentence Structure, Sleep, Social Section (1988). Cial Behavior, Sentence Structure, Sleep, Social Development, *Symposia, Television Viewing, Visual Perception

Visual rerecption Identifiers—"Minnesota Symposium on Child Psychology, Sudden Infant Death Syndrome This book is a collection of six papers presented at a 1974 University of Minnesota symposium on child development. The six chapters deal with language acquisition, visual perception, effects of television viewing, the Sudden Infant Death Syndrome (SIDS), problem-solving strategies, and Piagetian concepts related to social development. The first chapter explores factors which pertain to the length of children's early which pertain to the length of children's early sentences. In the second chapter, the develop-ment of visual form perception is described on-togenetically and phylogenetically. The third chapter examines the effect of viewing television programs with prosocial themes and content on nursery school children's behavior. A fourth chapter discusses a research program which combines basic study of the physiology of infants' sleep with clinical observations and treatment of infants thought to be susceptible to SIDS. An inintants thought to be susceptible to SIDs. An in-vestigation of the developmental aspects of problem-solving and reasoning abilities is presented in the fifth chapter. The sixth chapter relates Piagetian concepts of knowledge to the development of social cognition. (BRT)

ED 118 250

Colloquy of Asian Americans: A Report. Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C. Pub Date 20 Feb 75

Note—59p.; Paper presented at the CDA Consortium Colloquy of Asian Americans (San Francisco, California, February 20-22, 1975)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Asian Americans, Bilingualism, Consortia, Cultural Factors, Day Care Services, *Early Childhood Education, *Ethnic Studies, *Performance Based Teacher Education, Ra-cial Discrimination, Residential Patterns, Self Concept

Identifiers-*Child Development Associates,

Pacific Island People
This Child Development Associate (CDA) Consortium report describes the issues, recomconsortum report describes the issues, recommendations, and papers discussed at the 1975 Asian American Colloquy. There were three major purposes for this colloquy: to provide selected Asian Americans with information on the philosophy and goals of CDA, to provide an opportunity for CDA and its constituents to learn about an ignored minority group, and to obtain reactions from Asian Americans to the CDA con-cept. It was stressed by the panel of seven participants that they were not representative of several major groups of Asian American and Pacific Island people and that their recommenoations must be viewed as tentative for that reason. Topmust be viewed as tentative for that reason. Top-ics of the seven papers submitted by the panelists are: (1) the effects of residential patterns of Asian Americans on the availability and utiliza-tion of child care centers; (2) problems of bilin-guality and monolinguality; (3) early childhood education in the Asian community; (4) Asian American and Boxife Island Boxeler; (5) September; (6) Americans and Pacific Island Peoples; (5) early history of Asian Americans, 1850 to 1965; (6) role models for Asian American children; and (7) the portrayal of Asian Americans in the mass media. Appendices include graphs showing trends in the educational and occupational status and nges in income of five nonwhite racial groups in the state of Washington. (GO)

ED 118 251 Day Care and the CDA; 1974: A Position Paper. Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C. Pub Date Jan 75

Note-13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Consortia, *Day Care Programs,
*Early Childhood Education, *Performance
Based Teacher Education, Performance
Criteria, Teacher Certification, Teacher
Evaluation, *Teacher Coulifications, *Training
Identifiers—*Child Development Associates

This position paper summarizes the views of the 12-member Day Care Task Force to the Child Development Associate (CDA) Consorti-um, following a series of colloquies held by the task force on topics related to staff training and assessment in the day care field. Topics covered are: (1) definition of day care for children, (2) specific competencies required of day care staff beyond the basic CDA certification, (3) assessment procedures, (4) credentialing procedures, (5) eligibility requirements, and (6) special problems. Day care is defined as a multidisciplinary, nonexclusionary extension of the family, operating in an extended time frame at the request of families who use it. The CDA performance ritteria care induced reduced to the processor of the contract of t formance criteria are judged adequate to meet primary needs in day care but lacking in the areas of human relations, individual differences, principles of learning, self-knowledge, objective observation, listening skills, and feeling tone. The task force consensus on the CDA assessment procedures for day care workers is that the additional competencies should be recognized, that procedures should be flexible enough to take account of artificial differences between full and part day staff, and that observations should be extended from 3 hours to a full day session. It is urged that the credentialing system remain independent of existing licensing or credentialing processes and remain regionalized for flexibility.

ED 118 252 PS 008 339

Report on the Black Colloquy.
Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C. Report No—Pub-2.0674-1 Pub Date 8 Feb 73

Note—64p.; Papers presented at the CDA Con-sortium Colloquy (Washington, D.C., February 8-10, 1973); Occasional light print EDRS Price MF-50.83 HC-\$3.50 Plus Postage

Descriptors-*African American Studies, Black Community, Child Language, Consortia, Cul-tural Awareness, Cultural Factors, Day Care tural Awareness, Cultural Factors, Day Care Services, "Early Childhood Education, "Educa-tional Programs, "Negro Attitudes, Negro Youth, Performance Bassed Education, Preschool Education, Racial Discrimination, Supplementary Education, "Teacher Education Identifiers—"Child Development Associates This industries are transmissional actions and the control of the co

This colloquim report contains papers sub-mitted to the Child Development Associates (CDA) Consortium by a panel of 12 black educa-tors who represented different disciplines and differing black perspectives. Panelists discussed the education of preschool teachers with specific reference to competency areas, training programs for preschool staff, assessment and credentialing procedures. The report gives a brief outline of proceedings of the black colloquy participant

and recommendations, reactions and recommendations, and then presents the following papers: (1) Developing Communicative Competencies; a Black Perspective, (2) Assessment: Pittalls and Problems without a Black Perspective, (3) Social and Psychological Implications of the CDA on the Psychological Implications of the CDA on the Black Community, (4) Implications of CDA on Supplementary Training, (5) A Profile of the CDA Candidate in the Black Community, (6) Competency-Based Training and Teacher Education in the Black College, (7) Evaluative Criteria for Assessment in Early Childhood Education, (8) The Black College, (7) Evaluative Criteria for Assessment in Early Childhood Education, (8) The Black of the Community Child Devalue. for Assessment in Early Childhood Education, (8) The Role of the Community Child Development Center and the CDA, (9) Translating Black Experience Theory into Practice as it Relates to Training, (10) Is Competency Synonymous with Proficiency? (11) Cooperation, Competition and the Education of Black Children, (12) Competencies, Credentialing and the CDA Program or Maids, Miss Ann and Authentic Mothers: "My Momma Done Told Me."

PS 008 341

Allen, Marcia Ellen McGuire The Only Child.

Pub Date Apr 75

ED 118 253

Note-51p.; Master's Thesis, Southern Illinois University. Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Academic Achievement, *Behavior Patterns, *Child Development, Elementary Secondary Education, Emotional Development, *Family Relationship, Literature Reviews, *Parent Child Relationship, *Siblings, Social

Development Identifiers—*Only Child

This review of the literature on the "only child" indicates that the single child is likely to be oriented more toward adults than towards peers, to be subjected more to an adult culture, to be an achiever who strikes out on his own, and to have a heightened sense of responsibility comto have a neighborhood series of responsibility com-pared with children who have siblings. Statistics show only children often grow up to be outstand-ing, but there is a long-standing prejudice against the only child; parents often feel that they have to have a second child to "save" their first. Adto have a second child to "save" their first. Advantages for parents who have one child are discussed in terms of (1) less financial strain, (2) more freedom, (3) ability to devote time and energy to the child, (4) contribution to zero population growth, (5) avoidance of sibling rivalry, and (6) ability of mothers to realize their own ambitions while enjoying the experience of motherhood. It is concluded that "Oneness" by tieff is not a determining factor in how an only itself is not a determining factor in how an only child behaves, affecting the child only in the sense that being the eldest, middle or youngest child would affect behavior. (GO)

PS 008 343

Tucker, Mary K. Zell, Laverne C.
Day Care Arrangements of Low Income Single
Parents.

Cleveland State Univ., Ohio. Inst. of Urban Studies.

Pub Date 75 Note-26p.

МΙ

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Child Care, *Community Surveys, *Day Care Services, *Early Childhood Education, Interviews, *Low Income Groups, *One Parent Family, Parent Attitudes, Question-naires, Welfare Recipients

This study was designed to indicate the level of expressed demand for day care among low income women heading one-parent families in Cleveland and to determine the extent to which this demand is being satisfactorily fulfilled. A total of 123 low income single mothers with chil-dren under 14 years of age were contacted by telephone and interviewed using a 12-item questionnaire. Analysis of data indicated that 85 percent of the sample used day care services and a majority of the remaining 15 percent said that they would find employment if day care was available at little or no cost. Of those using day care, only 18 percent made use of day care cen-ters and more than 33 percent used relatives as sitters. Satisfaction with day care arangements varied with type used: the use of day care centers generated the highest rate of satisfaction and the use of an unrelated sitter in the child's home was rated most frequently as unsatifactory. Alleged dissatisfaction with day care centers was based on

absence of perceived benefits to the child, costs of care, day care setting and restrictions on eligi-bility. Satisfaction with day care centers appeared unrelated to income and day care costs recommendations to meet current demand and interest in day care centers were made based on (1) the findings of the present study which indicated high need, satisfaction and preference for day care centers, and (2) a survey of the status of day care services in Cleveland. (GO)

PS 008 345

Vroegh, Karen Young Children's Sex Role and Knowledge of Sex Stereotypes. IJR Research Working Papers, 1975 Series. Institute for Juvenile Research, Chicago, Ill.

Pub Date Sep 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Comparative Analysis Criterion

Descriptors—Comparative Analysis, Criterion Referenced Tests, *Preschool Children, *Preschool Education, *Sex Differences, *Sex Role, *Sex Stereotypes, Student Behavior, Student Characteristics

dent Characteristics

This study examined the proposition that Caucasian children between 3 and 5 1/2 years who behave in most sex appropriate ways have a greater knowledge of sex stereotypes than children who do not exhibit such behavior. The children in the study were 35 Most Masuline boys, 31 Least Masculine boys, 38 Most Feminine girls and 39 Least Feminine girls. Forty preschool teachers selected the subjects from 22 classes in 8 private nursery schools in a large metropolitan 8 private nursery schools in a large metropolitan area by the method of pair comparisons; subjects were then rank ordered. Knowledge of sex stereowere then rank ordered. Knowledge of sex stereo-types was measured using (1) a set of 8 pictorial cards depicting stick figures differing on one stereotype feature, and (2) a set of 16 questions concerning sex stereotypes. Individual children were shown the pictorial cards in fixed order and asked to point to the girl or boy. They were then asked 16 questions. Results did not support the asked to questions. Results did not support the hypothesis that knowledge of sex stereotypes and cognitive maturity affect sex role behavior. Girls were found to have more knowledge of sex stereotypes in general as well as of their own sex stereotypes when compared to boys. It is proposed that more attention be paid to the establishment of criterion groups in studies at-tempting to explore the process of sex role development which is still little understood. (GO)

Kierscht, Marcia S. Vietze, Peter M.
Test Stimuli: Representational Level with Middle Class and Head Start Children.

Class and Head Start Children.
Pub Date Aug 75
Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 - September 3, 1975); Occasional light print EDRS Price MF-80.83 HC-\$1.67 Plus Postage Descriptors—*Abstraction Levels, Pictorial Stimuli, Preschool Children, *Preschool Education, Screening Tests, *Test Bias, *Visual Measures*

Identifiers-*Peabody Picture Vocabulary Test,

This paper reports two studies which compared scores obtained on the Slosson Intelligence Test (SIT) and Peabody Picture Vocabulary Test (PPVT) and investigated the hypothesis that the representational level of the stimulus items in the PPVT is inappropriate for preschool children regardless of socioeconomic background. In the first study, the PPVT and SIT were administered individually to a total of 18 Head Start (HS) children of median age 5 years 2 months. In the second study 18 HS and 18 middle income (MI) 4- and 5-year-old children were asked to label stimuli shown in three representational forms: ob-jects, colored pictures and black and white line drawings. Both MI and HS children labeled the this discrepancy was greater for the HS children. It was confirmed that the HS children obtained lower scores on the PPVT than on the SIT, and it is suggested that this may be due to the highly representational stimuli of the PPVT. A training effect was found in both the HS and MI groups;

performance was enhanced by the presentation of objects before pictures. The possibility of cultural

bias in preschool screening tests is discussed and it is suggested that such bias may be reduced by: (1) using concrete objects in preschool stimulus labeling tasks, (2) ordering stimulus presentation from concrete to highly representational forms, and (3) considering the appropriateness of the SIT compared with the PPVT. (Author/GO)

95 ED 118 257 PS 008 352

Brophy, Jere E. Evertson, Carolyn M.

Teacher Education, Teacher Effectiveness, and
Developmental Psychology. Report No. 75-15.

Texas Univ., Austin. Research and Development
Center for Teacher Education.

Center for Teacher Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Aug 75

Contract—NIE-C-74-0089; OEC-6-10-108

Note—32p., Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 - September

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Child Development, Cognitive Development, Curriculum Planning, Educa-tional Philosophy, *Effective Teaching, *Ele-mentary Education, Social Class, *Teacher Characteristics, *Teacher Education, Teaching Methods, Teaching Styles Identifiers—*Texas Teacher Effectiveness Study

This paper presents some of the major findings of the Texas Teacher Effectiveness Study, an investigation of the teacher characteristics that correlate with ability to produce student learning gain. In addition to general information about the study and its findings, specific attention is drawn to contrasts between optimal behavior in low SES and high SES schools, and contrasts between findings expected on the basis of previous theory and research and findings which failed to confirm expectations or even contradicted them. Analysis of these two sets of contrasts suggests an interpretation based upon considerations drawn from developmental psychology (particularly the distinction between Piaget's preoperational stage versus his concrete operational stage) and from an analysis of differences between the teachinglearning situation in grades 1-3 versus the teaching-learning situation in later grades. The data and these interpretations suggest several im-plications for how the act of teaching should be conceptualized and how future teachers should be educated. Some of these implications conflict with popular theories and beliefs concerning the nature of effective teaching, the structure of teacher education programs, and the implications of research on cognitive development for curricu-lum and methods in the early elementary grades. (Author)

ED 118 258 PS 008 353

Webster, Murray, Jr.
Expectation Effects on Performance Evaluation Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Aug 75 Grant—OEG-3-71-0122

Note—24p.; Paper presented at the Annual Meet-ing of the American Psychological Association (83rd, Chicago, Illinois, August 30 - September

3, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Ability Identification, "Bias, "Elementary Education, "Expectation, Grade 3, Situational Tests, "Student Ability, "Student Evaluation, Task Performance Identifiers—"Expectation States Theory
This study examined the effects of varying

degrees of situational definition on expectation states of third graders. The experiment was conducted in the spring and replicated in the fall. A total of 389 children in 12 third grade classrooms participated. The experimental conditions reflected three degrees of situational definition. In the assignment condition, subjects were told that another child had high or low ability at a certain task and that this ability was relevant to the task at hand; then expectations for the task at hand were assigned to the other child. In the relevance condition, subjects were told that the other child had high or low ability at another task and that this ability was relevant to the task at hand, but no assignment of expectations to the other child was made. In the activation condition, subjects were told only the other's ability at another task. Each child was then asked to rate 10 sentences in which some words had been supplied by the other (fictitious) student. The results indicated that in both experiments, subjects in the activation and assignment conditions reflected about equal expectation effects in their ratings, while those in the relevance condition showed smaller expectation effect. It was provisionally concluded that the data support the equality assertion of the expectation states theory. (JMB)

ED 118 259 PS 008 356

Johnson, Vicki M. O'Fallon, O. K.
Clinch-Powell Educational Cooperative Early
Childhood Education Program. Evaluation Report.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service. Pub Date Jul 75

Note-99p.; For related document, see ED 100

533 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Development, *Early Descriptors—Cognitive Development, *Early Childhood Education, Educational Television, *Home Programs, Home Visits, Intervention,

"Home Programs, Home Visits, Intervention, Mobile Classrooms, Parent Attitudes, "Parent Education, Parent Participation, Preschool Children, Program Descriptions, "Program Evaluation, "Rural Education, School Readiness Tests, Social Development Identifiers—Appalachia, "Clinch Powell Educational Cooperative, Elementary Secondary Education Act Title III, ESEA Title III

This report presents program evaluation results for three years of operation of the Clinch-Powell Educational Cooperative Early Childhood Education Program, a home-based, parent oriented pro-gram which serves four rural Appalachian counties and includes the use of home visits, mobile classrooms, and a TV program accompanied by a Parent Guide. Descriptions of the program's ob-jectives, components, staff training, target population and comparison group are given. Results of the annual evaluations of the project have in-dicated that the program has had a measurable effect on children's cognitive and social abilities. Children who participated in the program have scored significantly higher on the Metropolitan Readiness Test and the Peabody Picture Vocabulary Test than children who had not been in a preschool program. Children who had been in the program for two years scored significantly higher on both tests than children who had been in the program only one year. Parents, home visitors and teachers rated children's social behavior and, for nearly all items, posttest scores were signifi-cantly more positive than pretest scores. Parents' evaluations of the program for three years have been consistently very positive. (Author/ED)

ED 118 260 PS 008 357

Hymes, James L., Jr.
Early Childhood Education: An Introduction to
the Profession. Second Edition. National Association for the Education of Young

Children, Washington, D.C.

Pub Date 75 Note—71p.; For resume to first edition (1968), see ED 036 328

Available from—National Association for the Education of Young Children, 1834 Connec-ticut Avenue, N.W., Washington, D.C. 20009

(Paper, \$1.50)

Document Not Available from EDRS

Descriptors—*Child Care Centers, Day Care Services, *Early Childhood Education, Educational Needs, Grade 1, Historical Reviews, Infancy, *Kindergarten, Kindergarten Children, *Nursery Schools, Parent School Relationship, Preschool Children, Program Evaluation, Social Change, *State of the Art Reviews Identifiers—*Project Head Start

This introduction to the Early Childhood Education (ECE) profession briefly explains the term "Early Childhood Education," gives a short historical portrait of kindergartens, nursery schools and child care centers, and describes major issues in ECE under the following headings: Social Forces Shaping Early Childhood, The Status of Kindergartens, The Status of Nursery Schools, Problems at the Nursery School Level, The Status of Head Start, Head Start's Level, the Status of Head Start, the Sparks From a Program (Head Start), The Status of Child Care Centers, New Steps in Child Care, Summing Up, and The Satisfactions (of the profession). The view is expressed that ECE is a booming field, that there is growing awareness of the importance of infancy and toddlerhood, a growing determination to link

programs for children under 6 and over 6, and increased efforts to end the separation between home and school. The main problems and recom mendations stressed are (1) the lack of quality programs, (2) the large size of kindergarten classes, (3) the difficulty of handling two half-day kindergarten shifts each day, (4) the break between kindergarten and first grade, (5) the un-desirable use of first grade methods in kindergarten and preschool programs, (6) the need for better parent and citizen understanding, (7) the need for more creative and efficient evaluation of ECE programs and services, (8) the need for more men teachers, (9) the poor quality of televi-sion programming, and (10) the problem of car-ing for children under 3 whose parents cannot provide full time care. (GO)

ED 118 261

PS 008 358

Kelly, Marguerite Parsons, Elia The Mother's Almanac.

Pub Date 75

Note—288p.

Available from—Doubleday & Company, Inc. 501 Franklin Avenue, Garden City, New York 11530 (Paper, \$4.95)

Document Not Available from EDRS
Descriptors—*Child Development, *Child Rear-

ing, Creative Activities, Cultural Opportunities, Divorce, Learning Activities, *Mothers, *Parent Education, *Preschool Education, Recreational Activities, Safety, Sex Education, Social Development, Socialization

This book is a compilation of practical suggestions for mothers on caring for children from birth through age 6. Everyday problems are discussed in an easy-to-read anecdotal style. The first section of the book deals with family life, including discussions of birth, breast feeding, basic child care (e.g., how to diaper a squirming baby), babysitters, nutrition, child safety, games, discipline, manners, toilet-training, travel, the arrival of a second baby, divorce, optimum physical and cultural environments for children. Family outings, pets, assigned chores, books, theater, and music are all emphasized as important to an en-riching environment. In the final section, arts and crafts activities are adapted for children. Science, cooking, gardening, drama, and woodworking experiments are among those presented in this sec-tion. An annotated bibliography covering subjects presented in the book is provided. (BRT

ED 118 262

Wrightsman, Lawrence S. And Others Conceptualization and Measurement of Attitudes Toward Children's Rights.

Pub Date 1 Aug 75
Note—89p.; Portions of this paper were presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30, 1975) EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Attitude Tests, *Child Advocacy, Child Care, *Child Welfare, Economic Oppor-Child Care, *Child Welfare, Economic Oppor-tunities, Educational Needs, *Elementary Secondary Education, Health Needs, Item Analysis, Legal Problems, *Preschool Educa-tion, Safety, Typology Identifiers—*Childrens Rights, Childrens Rights

Attitude Scale

This paper discusses the issue of children's rights and describes a study in which a 300-item attitude scale was constructed and administered to several groups of adult subjects. Major content areas, dealing with the rights of children aged 10-14 included: health, safety/care, education and information, economics, and legal, judicial, and political issues. Items conceptualized children's rights as oriented towards nurturance (i.e., the provision, by society, of supposedly beneficial objects, environments, experiences, etc., for the child) or oriented towards self-determination (i.e., stress on allowing the child to exercise control over his or her environment.) Two types of analyses were performed on the responses of the 381 subjects: (1) analysis by item subjects' attitudes regarding nurturance, self-determination, and specific issues of children's rights are sometimes independent of each other. Appendices (approximately one-third of the document) present (1) several statements of children's rights as developed by advocacy groups and others, and (2) the complete 300-item version of the Children's Rights Attitude Scale. (BRT)

ED 118 263

PS 008 366

Oden, Sherri L. Asher, Steven R. Coaching Children in Social Skills for Friendship-

making.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md

Report No-NICHD-HD-07303 Pub Date Apr 75

Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); Occasional light print EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Childhood Friendship, *Elementa-ry Education, Group Status, *Interpersonal ry Education, Group Status, *Interpersonal Competence, Peer Acceptance, *Peer Relationship, *Play Techniques *Play, Sociometric Techniques, Training

In this study, each of 33 middle class children from grades 3 and 4 was administered one of three experimental conditions designed to test in what ways coaching in social play skills improves the sociometric status of the children with their peers. The subjects were selected because of their low ratings on sociometric questionnaires. Condition I consisted of instruction, play with a highly rated same-sex peer and review of the play ex-perience with the coach; Condition 2 consisted of similar peer pairing and play without coaching; and Condition 3 consisted of being paired with a highly rated peer but playing games separately to control for possible prestige effects. During play sessions observations were made of frequency of the positive social behaviors being coached, and following coaching the sociometric questionnaires were again administered as a post-test. Results indicate that children who were coached received higher play ratings than children in the other two conditions, but that coaching for play situations did not result in generalization to the work situation. Gain in peer acceptance for play was not accompanied by gain in number of friends. It is suggested that work ratings and friendships de-pend on social skills not included in the present coaching. The important aspects of coaching for gains on sociometric measures in the play situation are discussed. (GO)

ED 118 264 PS 008 367

Ramey, Craig T. Mills, Pamela J. Mother - Infant Interaction Patterns as a Function of Rearing Conditions.

Pub Date Apr 75 Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13,1975); Four tables are marginally legible

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Attachment Behavior, Compara-tive Analysis, *Day Care Programs, Disad-vantaged Environment, Home Visits, Infant Analysis, "Day Care Programs, Disauvantaged Environment, Home Visits, Infant Behavior, *Infants, Interaction Process Analysis, *Mothers, *Parent Child Relationship, So-

cial Behavior Identifiers—*Mother Infant Dyad

This study examined the effect of a day care program on mother-child interaction patterns and attachment behaviors, and compared these patterns of behavior with those obtained from a matched sample of more advantaged home-reared infants. Subjects were 60 infants, ranging in age from 3 1/2 to 9 1/2 months, and their mothers. There were three groups of mother-infant dyads: (1) the high-risk experimental group (HRE), comprising 15 high-risk infants who had attended a day care facility for 8 hours per day since they were approximately 2 months of age, and their mothers; (2) the high-risk control group (HRC), comprising 15 high-risk infants and their mothers living together at home; and (3) 30 dyads selected at random from birth records for the local community. Data were collected by home observation and by interaction process analysis of 25-minute videotapes of mother-child interaction in a home-like laboratory setting. Results in-dicated that infants in the HRE group vocalized more and were generally more responsive than infants in the HRC group; these findings reflected basic differences in the infants rather than in the mothers, who differed only on measures of maternal concern for optimal child development. The HRE infants and their mothers were found to have a similar social relationship to that between infants and mothers in the general population group, suggesting that intervention has a positive

effect on mother-child interaction in disadvantaged families. (GO)

PS 008 371 Brout, Betty Lea Krabbenhoft, Ken The Red Hook Family Day Care Training Pro-

gram. Pub Date 75

Note—19p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Day Care Services, *Early Child-hood Education, *Educational Programs, *Edu-cation Service Centers, *Family Day Care, Home Visits, One Parent Family, *Parent Edu-cation, Poverty Programs Identifiers—ACD, *Agency for Child Develop-

This paper describes the Family Day Care Program, a publicly funded service with 1,800 providers serving 8,000 children in the five boroughs of New York City. The children, ranging in age from 2 months to 12 years, are cared for from 8 a.m. to 6 p.m. In each of the private licensed borness are a reviewup of 6 children in. licensed homes are a maximum of 6 children in-cluding those of the provider. Approximately 70 percent of the children enrolled are from single parent homes and most come from poverty level homes. The major sections of the paper cover the training and support services offered by the Red Hook training center for day care providers and parents, with anecdotal reports on the success of each program. Each provider receives (1) a comprehensive 4-week training course given at the center, and (2) follow-up supportive counselling, information and educational materials from Red educational aides on biweekly visits. Morkshops are given at the center for mothers of children receiving care. A bilingual/bicultural program has been designed to cater to the predominantly Spanish-speaking population, and course credits towards the Bachelor of Professional Studies are available to highly motivated providers. A licensed early childhood education teacher is hired for every 40 to 50 family day care homes. (GO)

ED 118 266

PS 008 372

Williams, John E. Children's Responses to Color as a Determinant of Race Attitudes.

Pub Date Aug 75 Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

3, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Preference. *Early Descriptors—*Dimensional Preference, *Early Childhood Education, *Early Experience, Negative Attitudes, Negro Stereotypes, *Racial Discrimination, *Stimulus Generalization,

Theories
Identifiers—*Social Learning
This theoretical paper is concerned with the evaluation and preference responses of preschool children to light- and dark-skinned human figures. The paper examines the hypothesis that in children the frequently observed bias favoring light-skinned persons over dark-skinned persons is not a racial bias but is related to early learning experiences such as the aversive experience of hours of darkness which becomes associated with hours of darkness which becomes associated with negative affect. The major sections of the paper include: (1) a review of the well-known molar phenomena regarding racial attitudes and preferences and the customary explanations of these based on social learning experiences involving cultural norms, (2) a summary of some recent research findings which challenge the adequacy of an exclusive dependence upon social-cultural learning theories, (3) the proposal of a revised theoretical interpretation which takes into account the early learning experiences of the child and his subsequent contact with social norms, and (4) a brief consideration of some practical implications which stem from the revised theory (e.g., that pro-light/anti-dark bias in younger preschool children is not bona fide racial bias and is modifiable under appropriate learning condi-tions, and that generalization of bias to racial contexts could be prevented by abandoning the color coding practice of designating Afro Americans "black" and Euro Americans "white"). (GO)

ED 118 267

МΙ

PS 008 375

And Others Straver, Janet The Representation of Social Dominance in Children's Drawings.

Pub Date Sep 75

Note-21p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—"Art Expression, *Elementary Edu-cation, *Graphic Arts, Group Structure, Inter-personal Relationship, *Peer Relationship, Re-liability, *Social Behavior, Social Status, Test Interpretation

Identifiers-Childrens Drawings, Dominance

This study investigated whether dominance relations observed during free-play are apparent in children's drawings of themselves with another classmate. A total of 16 hours of observational data were collected from 37 children, 9 to 11 years of age, during 40-minute free-play periods in their school setting. Dominance assessments were based upon repeated daily recordings of agonistic interactions. Following 5 weeks of ob-servation, all of the children were asked to draw a picture of themselves and a friend. The drawings of 18 children (who each drew someone drawings of 18 children (who each drew someone within their social group) were analyzed initially by two judges for detail of each figure. Each drawing was also scored for closest distance between figures, farthest distance between figures, figure orientation, relative height of figures, and relative percent of page occupied by each figure. Subsequently, eight different judges independently rated the set of 18 drawings on maturity of style, friendliness, amount of interacmaturity of style, friendliness, amount of interaction, hostility, and social dominance. Results provide evidence that: (1) adult judges do perceive social dominance differences of children's drawings of themselves and a classmate; (2) inter-judge assessments are reliable; and (3) judgments are correct with respect to observed dominance differences. (ED)

ED 118 268 PS 008 377 Finkelstein, Neal W. Ramey, Craig T. Learning to Control Environmental Stimulation in

Infancy. Pub Date Apr 75

Note—25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Attention, Attention Control, *Contingency Management, *Infant Behavior, *Infants, *Learning Processes, Operant Conditioning, *Stimulus Behavior, Transfer of Training, Video Tape Recordings
This study investigated the effects of prior experience with contingent or noncontingent stimulation of infants' ability to learn different responses to control perceptual stimulation. In the

ses to control perceptual stimulation. In the pretest phase, baseline rates of level movement, panel press and vocal responding were deter-mined for each of the twelve, 6-month-old infants in the study. During treatment sessions, subjects assigned to the contingent stimulation group controlled presentation of auditory-visual stimulation by manipulating a level. An equal number of subjects assigned to the noncontingent stimulation group received the same stimulation noncontingently. In the posttest phase, all subjects were observed in separate tests of (1) learning to panel press, and (2) learning to vocalize to control perceptual stimulus presentation. Results indicate that the long-term effect of prior contingent stimulation is to enhance responding to control environmental stimulation. In contrast, prior experience with noncontingent stimulation interperfective with learning to control environmental stimulation. Analyses of attentional behaviors were used to suggest the processes by which previous experience with contingent and noncontingent stimulation influenced subsequent learning to control stimulation. (Author/ED)

ED 118 269 Hurt, Maure, Jr., Ed. Hertz, Thomas W., Ed. Proceedings of the Conference on Comparability in Research (2nd, George Washington Universi-ty, Washington, D.C., May 5 and 6, 1975). George Washington Univ., Washington, D.C. So-

cial Research Group.

Spons Agency—Department of Health, Educa-tion, and Welfare, Washington, D.C.

Pub Date May 75

Note-72p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Comparative Analysis, Conference Reports, *Elementary Secondary Education, Generalization, *Government Role, Graduate Study, Information Dissemination, Measure-ment Instruments, *Research Coordinating Units, Research Design, Research Methodology, *Research Needs, *Research Utilization, gy, *Res Synthesis Identifiers—*Research Comparability

This report presents the proceedings of a conference for researchers and trainers of researchers, convened to discuss the issues inresearchers, convened to discuss the issues involved in improving knowledge by finding better ways to permit cross-research analyses or longitudinal research analyses. Included are: (1) a description of the history, goals, and activities of the Interagency Panel on Early Childhood Research and Development and the Interagency Panel for Research and Development on Adolescence; (2) an address defining the need for commarability and generalizability in research for comparability and generalizability in research and the problems involved; (3) summaries of the discussions of four separate conference workgroups; (4) post-conference reactions of some of the participants; (5) a brief description of the panels' conference followup activities; and (6) a short paper which summarizes the major recurring recommendations of workgroups from this ring recommendations of workgroups from this conference and a preceding one. The paper sug-gests the organization of Research Progress Moni-toring Groups, a tripartite structure of interre-lated groups designed to translate policy questions into research questions and to attain answers to these questions as quickly as possible.

PS 008 393 Changing the Others-Concept in Elementary School Children.

Pub Date Aug 75 Note—9p.: Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, Aug. 30-Sept. 3, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Elementary Education, *Measurement Instruments, *Program Evaluation, Race Relations, Racial Differences, Testing Problems, Test Results, *Tests, *Test Validity Identifiers—*Others Concept

This paper briefly describes three studies in which the Paired Hands Test was used to assess the other-concept as a means of evaluating project or program objectives. The first study involved the use of the Paired Hands Test to evaluate an Afro-American Curriculum Project in which teachers recieved training in the development of a curriculum intervention project in their classrooms. In the second study, the instrument was used in the evaluation of an Outdoor Educa-tion Project where biracial teams worked together to solve a variety of science and mathematical problems set in an outdoor environment. In the third study, descriptive data was collected which reflect the characteristics of distributions of scores obtained by pupils at the fifth and sixth grade levels in one school in which the pupils were predominantly white, and in another school in which the pupils were predominantly black. Implications from the results of these studies are briefly discussed. (JMB)

ED 118 271 PS 008 425

Harris, Lauren Jay Functional Specialization of the Cerebral Hemi-spheres in Infants and Children: New Experi-mental and Clinical Evidence.

Pub Date 13 Apr 75 Note—23p.; Paper presented at the Biennial

Meeting of the Society for Research in Child Development (Denver, Colorado, April 13, 1975); For an additional paper presented at the symposium, see PS 008 426

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage EDRS Price MF-30.83 HC-51.07 Plus Postage Descriptors—Aphasia, Cerebral Dominance, Cog-nitive Ability, *Cognitive Processes, Haptic Perception, Lateral Dominance, *Nature Nur-ture Controversy, *Neurological Organization, *Physiology, *Theories Identifiers—*Cerebral Specialization This paper presents background information, introductory attempt of theoretical positions

an introductory statement of theoretical positions, and brief abstracts of research papers from a symposium on the functional specialization of cerebral hemispheres in infants and children. Ac-cording to one view of the development of cerebral specialization, the two hemispheres are initially unspecialized, assuming their respective

functions only with time and experience. The op-posing view is that hemispheric specialization is a product of genetic endowment present, in some form, from the beginning of life. The five research papers summarized included some concrete evidence related to these views: (1) a concrete evidence related to these views: (1) a study of hemispheric specialization for both speech and nonspeech sounds in infants; (2) a study of the relationship between the size of cerebral injury and the pattern of cognitive skills in adult patients who sustained brain injury during infancy; (3) an examination of hemispheric specialization for language in preschool and primary-grade children; (4) a study of hand specialization for shape discrimination in 3- to 13-year olds using the dichotic listening procedure for the haptic system; and (5) a discussion of the interaction of experiential and genetic factors in the patterning of cognitive abilities in normal individuals. (Author/JMB)

ED 118 272

PS 008 427

PS 008 473

Stone, Arline M.
American Status of Early Childhood Education, School Year 1974-75.

Pub Date 1 May 75 Note—201p.; Practicum report, submitted in par-tial fulfillment of requirements for Doctor of Education degree, Nova University EDRS Price MF-50.83 HC-\$11.37 Plus Postage

Descriptors—Childhood Needs, *Early Childhood Education, Educational Attitudes, Educational Legislation, Educational Planning, Educational Research, Educational Trends, *Federal Programs, *Government Role, Handicapped Children, Kindergarten, *National Surveys, Program Descriptions, *State Programs, State Surveys

This survey of the status of early childhood education in the United States is based primarily on information obtained from the state depart-ments of education in 49 states. The report includes: (1) consideration of current attitudes toward early childhood education; (2) a history of federal involvement in early childhood education; (3) information on important recent state legislation and activities of state child development offices; (4) descriptions of successful early childhood education programs in 13 states; (5) a review of the current status of kindergarten in 30 states; and (6) discussion of current issues and identification of current trends in early childhood education. (ED)

ED 118 273

McIntyre, Anne And Others
Early Childhood Separation Anxiety and Patterns
of Social Behavior. Pub Date Aug 75

Note—10p.; Paper presented at the Annual Meet-ing of the American Psychological Association (83rd, Chicago, Illinois, August 30-September

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Attachment Behavior, Develop-mental Psychology, *Emotional Response, *In-terpersonal Relationship, Parent Child Rela-tionship, *Peer Relationship, *Preschool Edu-cation, Psychologists, Social Psychology Identifiers—*Separation Anxiety This study was designed to determine whether senaration anxiety oroneness in normal

separation anxiety proneness in normal preschoolers is associated with distinctive ways of relating to other people. A total of 14 preschool children (6 girls and 8 boys) were rated for separation anxiety proneness by their parents prior to preschool entrance. The preschool teaching staff then rated them for entrance distress each day of the first two weeks of preschool attendance. A clinical psychologist made almost daily observations in the nursery school throughout the school year; in addition, periodic observations, parental interviews, and developmental assessments were made by a child study group composed of another clinical psychologist, a developmental psychologist, and several gradu-ate students. At the end of the year, the clinical psychologist who served as regular observer prepared summaries on each child based on the group's consensus from individual findings. The material from these case summaries was analyzed using a clinical judgmental process. The findings indicated that children who are prone to high separation anxiety have more limited repertoires for peer interaction than other children do, and that their relationships with both peers and adults are dependent ones. It was concluded that separation anxiety in early childhood has important implications for psychosocial development.

ED 118 274 PS 008 501

Riscalla, Louise Mead
The Professional's Role and Perspectives on Child

Note—13p.; Filmed from best available copy; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, Aug. 30-Sept. 3, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—"Behavior Problems, "Child Abuse,
"Child Advocacy, Court Role, Discipline Policy, "Elementary Secondary Education, Foster
Homes, Legislation, Parent Child Relationship, Parent Role, Regular Class Placement, *Student Rights, Suspension, Teacher Role Identifiers—*Childrens Rights

This paper explores some of the ways in which professionals inadvertently or deliberately abuse children and perpetuate child abuse: (1) harassment and rejection of children by school personnel, leading to truancy or dropping out; (2) treat-ment of psychological disturbances which do not warrant outside help: (3) the pressures from teachers, parents, or psychologists obsessed by marks or by IQ scores and achievement tests; (4) continued use of various forms of discipline; (5) the deleterious consequences of labelling children in special education; (6) the harmful conences of extreme forms of children's rights legislation; and (7) court punishment of abused children by removing them from their homes without considering the child's feelings or the adequacy of the foster homes in which they are placed. It is argued that children have the moral seed least into the recognitive of moral contribute to be considered nearons. (ED) nd legal right to be considered persons. (ED)

95 PS 008 505 Report of the National Conference on Parent/Early Childhood Education (Denver, Colorado, May 4-7, 1975).

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 75

Contract—OEC-381-75-0001

Note-130p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors-Conference Reports, *Early Childhood Education, Educational Administration, *Educational Needs, Educational Objectives, Educational Research, *Family Programs, Federal Programs, *Parent Counseling, *Parent Education, Parenthood Education, Preschool Education, Parenthood Education, Preschool Learning, State Federal Support Identifiers—*National Conf Parent Early Child-

hood Education, Parenting
This booklet reports on the 1975 National
Conference on Parent/Early Childhood Education (P/ECE) which addressed the question of parents' influence on the cognitive and social-emotional development of their children during the preschool years, focusing particularly on ways that the importance of learning in the home can be stressed to parents and effectively translated into practice. The report is presented under three main headings: (1) The State Of The Art (What ls) which deals with organization of administrative agencies and features of existing programs in P/ECE; (2) Reassessing Our Educational Priorities (Need), which covers research findings on needs for P/ECE, organization and administration needed, and teaching/learning content and processes needed; and (3) Recommendations of the Commissioner (What Should Be), which specifies recommendations for action in five areas. Appendices include summaries of six addresses on the topic: Reassessing our Educational Priorities, The State's Responsibility, Whose Ball Park?, The Politics of Children, The California Picture, and Charge for the Future. Other appen-dices are a list of conference officials, the workshop schedule and conference schedule (including program participants), and the Women's Caucus Report. (GO)

RC

ED 118 276 RC 006 184 Rural Development: Part 1, S. 1612. A Bill to Establish a Revenue-Sharing Program for Rural Development. Hearing Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, 92d Congress, 1st Session, April 23, 1971. Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry. Pub Date 23 Apr 71 Note—321p.; Related hearings are RC 006 185-

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage
Descriptors—Census Figures, *Community
Development, Definitions, Demography, Documentation, *Employment, *Federal Legislation,
Legislators, Letters (Correspondence), Needs
Assessment, Public Opinion, *Revenue Sharing,
*Rural Development, State Officials
Identifiers—*Rural Community Development
Revenue Sharing Act

Revenue Sharing Act
Transcript of the 1971 Senate hearings on a

transcript of the 1971 Schale hearing soil a bill to establish a revenue sharing program for rural development are presented in this publica-tion. These hearings include: (1) Statements by James B. Allen, Henry Bellmon, Dr. George Hay Brown, John B. Connally, Robert Dole, Clifford M. Hardin, Hubert Humphery, Jack Miller, and George Romney. (2) Miscellaneous Documents (S. 1612–92d Congress; request from Department of Agriculture; section-by-section analysis of S, 1612, fact sheet-Rural Community Develop-ment Revenue Sharing Act of 1971; rural com-munity development revenue sharing-hold harm-less baseline; except from President Nixon's State of the Union Address-1971; President Nixon's remarks to farm media representatives-lowa, 1971: President Nixon's remarks on signing 1971; President Nixon's remarks on signing message to Congress concerning proposed rural revenue sharing; President Nixon's message to Congress regarding special revenue sharing for rural development; rural development legislation introduced in the 91st and 92d Congresses; State laws designed for industrial development in small towns and rural areas); (3) Letters to and Responses from 27 State Governors; (4) Impact of Revenue Sharing on Employment (questions and answers of executive departments); (5) Data on Birth and Fertility Rates; (6) U.S. Census Data (per capita income, rural-urban migration, voters disenfranchised by State registration laws, county migration patterns—1960-70, age of farm operators, effect of interstate highways and colleges on migration). (JC)

ED 118 277 Rural Development: Part 2, (1) Balanced National Growth Policy; (2) National Rural Development Program; (3) S. 1612, The Rural Community rrogram; (3) S. 1612, The Rural Community Development Revenue Sharing Act of 1971; (4) Reorganization of U.S. Department of Agricul-ture and Related Agencies. Hearings Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, 92d Congress, 1st Session, April 29; June 16 and 17, 1971.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date /1

Note—377p.; Some charts may not reproduce
well; Related hearings are RC 006 184-190
EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage
Descriptors—*Agency Role, Community
Development, *Federal Legislation, *National
Programs, Organization, Policy Formation,
Population Distribution, Public Opinion,
*Pagarague Sharing, *Purst Developments* Population Distribution, Public U
*Revenue Sharing, *Rural Development

Identifiers-*Department of Agriculture, Rural Community Development Revenue Sharing Act Included in these Senate hearings on rural development are statements from representatives oevelopment are statements from representatives of the following: (1) National League of Cities and the U.S. Conference of Mayors; (2) National Association of Community Development; (3) American Institute of Planners; (4) National Parmers Union; (5) Business International; (6) National Service to Regional Councils; (7) Farmers Union Grain Terminal Association; (8) National Milk Producers Federation; (9) Midcontinent Farmers Association; (10) National Planning Association; (11) Natural Resources Department; (12) West Virginia Institute of Technology; (13) National Rural Electric Cooperative Association; (14) National Council of Farmer Cooperatives; (15) Neighborhood Services Center; (16) Na-tional Rural Coalition; (17) National Grange; (18) National Association of Counties; (19) Women's Committee, American Farm Bureau Federation; (20) National Farmers Organization; 144

(21) National Association of Conservation Districts. Among the miscellaneous documents presented are; (1) Evaluation of Resource Conservation and Development Projects; (2) Benefits of Watershed Projects; (3) Members of Coalition of General Farm and Commodity Organization; (4) Analyses of the President's department reorganization and revenue sharing proposals; (5) Information submitted by the Forest Service and the Departments of Labor; Agriculture; Transportation; and Health, Education, and Welfare. (JC)

ED 118 278 Rural Development: Part 3, (1) Balanced National Growth Policy; (2) National Rural Development Program; (3) S. 1612, The Rural Community Development Revenue Sharing Act of 1971; (4) Reorganization of U.S. Department of Agriculreturne and Related Agencies. Hearings Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, 92d Congress, 1st Session, May 3, 1971, Sioux City, Iowa; May 4, 1971 Vermillion,
Congress of the U.S., Washington, D.C. Senate

Committee on Agriculture and Forestry.

Note-620p.; Related hearings are RC 006 184-

EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage Descriptors—*Agency Role, Community
Development, *Federal Legislation, *National
Programs, Organization, Policy Formation,
Population Distribution, Public Opinion,

Population Distribution, ruone Opinion, *Revenue Sharing, *Rural Development Identifiers—Alabama, *Department of Agricul-ture, Georgia, Iowa, Rural Community Development Revenue Sharing Act, South Dakota

Dakota
Transcripts of the 1971 Senate hearings on rural development (held in Sioux City, Iowa; Montgomery, Alabama; Vermillion, South Dakota; and Tifton, Georgia) are presented in this document. Derived from many sources representing the varied interests of each host State, representative testimony includes that of: city and state officials; university students; college deans and professors; extension workers; legisladeans and protessors; extension workers; tegisla-tors; bank executives; community action commit-tees; etc. Among the many specific representa-tives presented are: the National Urban League of South Dakota; lowa State Employment Ser-vice; Siouxland Interstate Metropolitan Planning vice; Siouxland Interstate Metropolitan Planning Council; Central Savannah River Area Planning and Development Commission; Tri-County Appalachian Regional Health Planning Commission; Northeast Iowa Power Cooperative; the Southern Rural Project; South Dakota Farmers Union; North Central Alabama Regional Planning and Development Commission; the United Sioux Tribes of South Dakota Alabama. League of Min. Levelopment Commission; the United Sioux Tribes of South Dakota; Alabama League of Mu-nicipalities; Tennessee Valley Authority; North Alabama Traffic Club; University of Alabama Medical Center; rural Community Assistance Consortium. (JC)

ED 118 279 RC 006 187 Rural Development: Part 4, S. 2223--The Conurai Development: Part 4, S. 2225-1ne Con-solidated Farm and Rural Development Act and Amendment No. 153 (To S. 1483), to Establish the Rural Community Development Bank. Hearings Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, United States Senate, 92d Con-gress, 1st Session, July 23; September 21-24,

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Note—678p.; Some tables may not reproduce well; Related hearings are RC 006 184-190 EDRS Price MF-\$1.33 HC-\$36.83 Plus Postage Descriptors—*Agri-ulture, *Community Development, *Credit (Finance), Documenta-

tion, *Federal Legislation, Policy Formation, Public Opinion, *Rural Development

МΙ

rubic Opinion, "Rural Development Identifiers—Amendment to S 1483, "Consolidated Farm Rural Development Act Transcripts of Senate hearings on S. 2223 (the Consolidated Farm and Rural Development Act) and on Amendment No. 153 (to S. 1483) to establish the rural community development bank are presented in this document. In addition to some 25 miscellaneous documents, statements of representatives from municipal, state, and national organizations are presented in conjunction with the testimony of State and Federal legisla-Among the miscellaneous documents

presented are: (1) S. 2223 of the 92d Congress; (2) Section-by-Section Analysis of S. 2223; (3) Amendment No. 153 (to S. 1483); (4) Comparison of S. 2223 and Amendment by Senator Pearson; (5) Increase in Costs of Water and Sewer Facilities; (6) Press Release on Environmental Protection Agency Regulations on Solid Waste Management Needs; (7) Independent Bankers Association Statement on Insured Agricultures and Several Management Needs; (7) Independent Bankers Association Statement on Insured Agricultures and Several Management Needs; (7) Independent Bankers Association Statement on Insured Agricultures and Several Management Needs; (8) Insured Agricultures and Several Management Needs; (9) Insured Agricultures and Several Management Needs; (9) Insured Agricultures and Several Management Needs; (9) Insured Agricultures (1) Insured Agric kers Association Statement on Insured Agriculture Loans; (8) Resolutions Adopted at Regional Meetings of the National Rural Electric Coopera-tive Association; (9) Paper on Rural Development by W. C. Motes; (10) Information on Non-metropolitan District Planning; (11) concerted Services in Training and Education in Small Towns and Rural Areas; (12) Small Business Administration Loans; (13) Report from the Department of Agriculture on S. 2223; (14) Amendments Proposed by the National Governor's Conference and Comparison with S. 2223. (JC)

ED 118 280 RC 006 188 Rural Development: Part 5, (1) Balanced National Growth Policy; (2) National Rural Development Program; (3) S. 1612, The Rural Community Development Revenue Sharing Act of 1971; (4) Development Revenue Sharing Act of 1971; (4) Reorganization of U.S. Department of Agriculture and Related Agencies. Hearings Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, United States Senate, 92d Congress, 1st Session, September 9, 1971, Stillwater, Okla...
Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 71

Pub Date 71
Note—409p.; Some tables may not reproduce well; Related hearings are RC 006 184-190
EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage
Descriptors—*Agency Role, *Community
Development, *Federal Legislation, National
Programs, Organization, Policy Formation,
Opulation
Distribution, Public Opinion,
*Revenue Sharing, *Rural Development
Identifiers—*Department
Of Agriculture,
Nebraska, Oklahoma, Rural Community

Nebraska, Oklahoma, Rural Development Revenue Sharing Act

Transcripts of the 1971 Senate hearings on rural development held in Stillwater, Oklahoma and Lincoln, Nebraska are presented in this document. Derived from many sources represent-ing the varied interests of each host state, representative testimony includes that of: univerprofessors and administrators; State and Federal legislators; chamber of commerce representatives; bank executives; community action committee members; extension economists; public school officials; representatives from private industry; etc. Among the many specific organizations represented in these hearings are: ebraska State Grange; Lincoln Legal Services; Nebraska Farmers Union; Nebraska Bankers Association; Nebraska Petroleum Council; Niobrara River Basin Development Association; Nebraska Livestock Feeders Association; Oklahoma Young Association; University of Oklahoma Medical Services; Omaha Economic Development Home Administration; Farmers Nebraska National Farmers Organization; LeeFac Manufacturing Company; Statewide Advisory Committee of the Nebraska Department of Economic Development. (JC)

ED 118 281 Rural Development: Part 6, S. 1612-A Bill to Establish a Revenue-Sharing Program for Rural Development. Hearing Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, 92d Congress, 1st Session, September 20, 1971. Congress of the U.S., Washington, D.C. Senate

Committee on Agriculture and Forestry.

Pub Date 20 Sep 71

Note—126p.; Related hearings are RC 006 184-

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage EDRS Price MF-80.83 HC-\$7.35 Plus Postage Descriptors—*Community Development, Conservation (Environment), Extension Agents, *Federal Legislation, Legislators, *National Programs, Natural Resources, Policy Forma-tion, Population Distribution, Public Opinion, *Revenue Sharing, *Rural Development Identifiers—*Rural Community Development Revenue Sharing, *Act

Revenue Sharing Act

Transcripts of the 1971 Senate hearings on S. 1612, a bill to establish a revenue sharing program for rural development, are presented in this document. Testimony presented in these hearings

includes that of Federal and State legislators from North Dakota, Minnesota, West Virginia, and Georgia and representatives from the following: Arkansas Game and Fish Commission: National Association of State Universities and Land-Grant Association of sale conversions and accommendation of Colleges; Cooperative Extension Services (West Virginia University, Colorado State University, Texas A & M, Purdue, and the University of Nevada); Arrowhead Regional Development Commission; Wildlife Society; National Association of Development Organizations; National Wildlife Federation; National Association of Conservation Districts; American Farm Bureau Federa-tion; Virginia State Dairymen's Association; Michigan Department of Natural Resources; American Forestry Association; Wildlife Management Institute; Chamber of Commerce of the United States; National Association of County Agricultural Agents; Forest Farmers Organiza tion; National Association of Farmer Elected Committeemen; Fertilizer Institute; Appalachian Regional Commission; American Oil Company. Among other documents presented are 12 letters from the North Dakota constituency. (JC)

ED 118 282 RC 006 190 Rural Development: Part 7, (1) Balanced National Growth Policy; (2) National Rural Development Program; (3) S. 1612, The Rural Community Program; (3) S. 1612, The Rural Community Development Revenue Sharing Act of 1971; (4) Reorganization of U.S. Department of Agricul-ture and Related Agencies. Hearing Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, 92d Congress, 1st Session, December 14, 1971, Bouting Cores Obic Congress, 1st Session Bowling Green, Ohio.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry. Pub Date 14 Dec 71

Note—135p.; Some tables may not reproduce well; Related hearings are RC 006 184-189 EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Agency Role, *Community Development, *Federal Legislation, National Programs, Organization, Policy Formation, Population Distribution, Public Opinion, Population Distribution, Public O Revenue Sharing, *Rural Development

Identifiers—*Department of Agriculture, Ohio, Rural Community Development Revenue Shar-

Transcripts of the 1971 Senate hearings on rural development held in Bowling Green, Ohio are presented in this document. These hearings include statements of private citizens, State and Federal legislators (Ohio, Oregon, and Minnesota), and representatives from: (1) Southern Ohio and Kentucky United Farm Workers Organizing Committee; (2) La Raza Unida de Ohio; ganizing Committee; (2) La Raza Unida de Ohio; (3) Buckeye Power (Columbus, Ohio); (4) Colorado State University; (5) Ohio Cooperative Extension Service; (6) Wood County Department of Welfare (Bowling Green); (7) Ohio Valley Health Service Foundation; (8) Lake State Forestry Cooperative (Duluth, Minnesota); (9) Soil Conservation Service, U.S. Department of Agriculture; (10) University of Missouri; (11) South Central Power Company; (12) College of South Central Power Company; (12) College of Agriculture and Home Economics, Ohio University; (13) Labor and Industrial Relations, Michigan State University; (14) Bowling Green State University; (15) Ohio Farmers Union; (16) Division of Administration on Aging, Ohio Department of Mental Hygiene and Correction; (17) Community, Human, and Industrial Development; (18) Toledo Edison Company; (19) Ohio State Grange; (20) Community Action Commission (Freemont), Ohio State Grange; (20) Community Action Commission (Freemont, Ohio; (2) Ohio Farm Bureau Federation; (22) Ohio Department of Development; and (22) Ohio Bankers Association. (JC)

ED 118 283 RC 006 625 Robbins, Frances

Rural Development: Report on Congressional Ac-tivities in 15 Major Categories in the 92d Con-gress, 1st Session. Committee Print, 92d Con-gress, 2d Session, February 3, 1972.

Library of Congress, Washington, D.C. Congressional Research Service.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry Pub Date 3 Feb 72

Note-33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-Community Development. escriptors—Community Development, *Economic Development, *Federal Legislation, Fire Protection, Government Publications, Housing, Incentive Grants, Industry, Medical Services, Policy Formation, Research and Development Centers, Revenue Sharing, *Review (Reexamination), *Rural Develop-ment, *Social Services, Telephone Communica-tion Systems, Waste Disposal

Identifiers-Appalachia

This report reviews the legislative progress through December 31, 1971 of the rural development bills introduced in the U.S. Senate and House during the first session of the 92d Congress. For purposes of organization, this report presents 15 major rural development categories and limits this review to those bills and bill and limits this review to those bills and bill categories directed at economic, social, and cultural rural development. Each bill presented is identified in terms of its number, its author, its major provisions, and one of the following categories: (1) Revenue Sharing Bills; (2) Reorganization Bills; (3) Development Bank Bills; (4) Bills to Amend the Consolidated Farmers Home Administration Act; (5) Rural Industrial Incentive Bills; (6) National Policy; (7) Housing Bills; (8) Bills; (6) National Policy; (7) Housing Bills; (8) Water and Waste Disposal Systems; (9) Rural Development and Population Dispersion Act of Development and Population Dispersion Act of 1971; (10) Small Community Development; (11) National Rural Development Center; (12) Rural Telephone Bank; (13) Medical Care Bills; (14) Fire Prevention Bills; (15) Appalachia. A complete list of the proposed rural development legislation introduced during the 92d Congress is presented in the appendices. (JC)

ED 118 284 RC 006 626 Rural Development Act of 1972: Report Together with Additional and Individual Views [To Ac-company S. 3462]. 92d Congress, 2d Session, April 7, 1972.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry. Pub Date 7 Apr 72

Note—141p.; A related document is RC 006 627 EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors—Community Development, *Credit Descriptors—Community Development, *Credit (Finance), Definitions, Environmental Criteria, Evaluation, *Federal Legislation, *Government Publications, Investment, Needs Assessment,

Program Proposals, Reports, *Revenue Sharing, *Rural Development

ing, "Rural Development Act 1972
Identifiers—"Rural Development Act 1972
Submitted to the U.S. Senate by the Committee on Agriculture and Forestry, this report on the Rural Development Act of 1972 contains the following: (1) Brief Explanation of the Bill (Titles I-VII); (2) Statements on the Need for Rural Development and Rural Development Credit and Investment; (3) Titles I-VII (presented via a short investment; (3) Intest-VII (presented via a short explanation, a general statement, and a section by section explanation); (4) Message from the President of the U.S. Proposing a System of Special Revenue Sharing for Rural Community Development (Rural America in Transition: The Urban ment (Rural America in Transition: The Oroan Stake in Rural Development; Programs; How Revenue Sharing Works; Building on Success: Streamlining the Rural Assistance Effort; The Statewide Development Plan; The Logic of Rural Development Revenue Sharing; The Urban-Rural Partnership); (5) Message from the President of the U.S. Transmitting Proposals for a Program of Rural Development (The Problems of Rural America; Changing Our Approach; Proposals Al-ready Submitted to Congress; New Proposals--Expanded Credit for Rural America and Improving the Rural Environment); (6) Recommendations (submitted via letter) from the U.S. Department of Agriculture, the Deputy Comptroller General of the U.S., and the Environmental Protection Agency; (7) Transcripts of Proposed Changes in Agency, (7) Instripts of Proposed Changes in Existing Law Made by the Bill; (8) Individual Views on the Bill (Milton R. Young, Jack Miller, Bob Dole, Carl T. Curtis, George D. Aiken, and Allen J. Ellender). (JC)

RC 006 627 Rural Development Act of 1972: Staff Explanation of H. R. 12931, The Rural Development Act of 1972, As Passed by the Senate April 20, 1972. Committee Print, 92d Congress, 2d Session, April 21, 1072 ED 118 285 RC 006 627

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry. Pub Date 21 Apr 72

Note—9p.; A related document is RC 006 626 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Definitions, Extension Education, Farmers, *Federal Legislation, *Fire Protec-tion, Government Publications, Research,

tion, Government Publications, Research,
*Resource Allocations, *Revenue Sharing,
*Rural Development, Water Resources
dentifiers—*Rural Development Act 1972
Designed to assist in the development of rural
areas in the United States, the Rural Development Act of 1972 is divided into seven titles
which are named and explicated in this "Staff Exnanation." Titles of the Act are researched to planation". Titles of the Act are presented as fol-lows: (1) Title I--Amendments to the Consolidated Farmers Home Administration Act of 1961 (28 amendments relative to loan authoriza-tion, extension of water and sewer grant authorities, extension of the definition of rural, etc.); (2) Title II--Rural Revenue Sharing (five items relative to appropriation formulas, apportionment, State eligibility, etc.); (3) Title III-Amendments to the Watershed Protection and Flood Prevention Act (seven amendments relative to definition of "works improvement", authorization of funds for land acquisition, water storage costs, etc.); (4) Title IV--Amendments to the Bankhead-Jones Farm Tenant Act (authorization of water storage rarm tenant Act (authorization of water storage costs and land inventory and monitoring program requirements); (5) Title V--Rural Community Fire Protection (appropriations of \$5 million for fiscal years 1973-75); (6) Title VI--Rural Development and Small Farm Research and Edu-cation (appropriations of the property o cation (appropriation and apportionment of funds for rural development extension programs, research and training, and small farm extension and development programs); (7) Title VII-Miscellaneous (restrictions and cost sharing authorizations). (JC)

ED 118 286 RC 006 738

Migrant Family Housing Centers. Annual Opera-tional Summary, January-December 1972. California State Dept. of Employment Develop-ment, Sacramento. Migrant Services Section. Pub Date Feb 73

Note—15p.; A few pages may reproduce poorly due to light print
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Age, Ethnic Groups, *Family (Sociological Unit), *Family Characteristics, Females, Income, Males, *Migrant Housing, *Migrant Workers,

*Tables (Data)
Identifiers—*California

Identifiers—"California
Covering January through December 1972, this
report presents tabular data on the migrant families occupying California's 25 migrant family
housing centers. Tabular data, given by center,
pertain to: (1) migrant housing center occupancy;
(2) family size by center and by annual income;
(3) age of family members; (4) age of male and
female family members; (5) annual income; (6)
school years completed by persons 18 years and school years completed by persons 18 years and over; (7) ethnic background; (8) number of famiover; (7) ethnic background; (8) number of families by length of stay, total days, and average stay; and (9) family home base. Data indicate that (1) between January and December 1972, 2,873 families occupied the migrant housing centers; (2) the mean number of children per family ters; (2) the mean number of children per family was 2.3 while the mean number of adults per family was 2.9; (3) the modal family size was 4; (4) the majority of the family members were between 22 and 44 years of age; (5) the majority had completed between 1 and 7 years of school; (6) the majority were of Mexican background; and (7) the majority length of stay was between 121 and 180 days. (NQ)

ED 118 287 RC 007 912 Migrant Family Housing Centers. Annual Operational Summary, January-December 1973.
California State Dept. of Employment Development, Sacramento. Migrant Services Section.

Pub Date Feb 74

Note-15p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Age, Ethnic Groups, *Family (Sociological Unit), *Family Characteristics, Females, Income, Males, *Migrant Housing, *Migrant Workers, *Tables (Data)

Identifiers—*California
Covering January through December 1973, this report presents tabular data on the migrant families occupying California's 26 migrant family housing centers. Tabular data, given by center, pertain to: (1) migrant housing center occupancy; (2) family size by center and by annual income; (3) age of family members; (4) age of male and female family members; (5) annual income; (6) years of school completed by persons 18 years and over; (7) ethnic background; (8) number of and over; (7) etnic background; (8) number of families by length of stay, total days, and average stay; and (9) family home base. Data indicate that (1) between January and December 1973, 2,874 families occupied the migrant housing cen-ters; (2) the mean number of children per family ters; (2) the mean number of children per tamity was 2.4, while the mean number of adults per family was 2.8; (3) the modal family size was 4; (4) the majority of the family members were between 22 and 44 years of age; (5) the majority had completed between 1 and 7 years of school; (6) the majority were of Mexican background; and (7) the majority stayed between 121 and 180 data. (ACC) days. (NQ)

Lehnhoff, Nora And Others
Early Childhood Education: Promising Practices

in Rural Areas. in Kural Areas.

National Federation for the Improvement of Rural Education; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Feb 76

Note-94p.

Available from—Office of Marketing and Dis-semination, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Port-

Laboratory, 710 S.W. Second Avenue, Furland, Orgon 97024 (\$3.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Bilingual Education, *Early Childhood Education, 'Educational Innovation,
Group Instruction, Home Programs, Instructional Materials, Migrant Children, Parent Paruonal Materials, Migrant Children, Parent Par-ticipation, Parent School Relationship, *Preschool Education, Program Descriptions, *Rural Areas, *Teaching Methods, Toys Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title III, ESEA Title I, ESEA Title III

Intended to suggest types of early childhood education programs which may be implemented in rural areas at reasonable cost and which capitalize upon the rural environment's unique characteristics, this booklet describes 12 programs (many of which use Elementary and Secondary Education Title 1 or III funds) currently operating in rural areas. The practices are divided into 3 general categories, according to divided into 3 general categories, according to primary emphasis: (1) parent involvement in home learning, (2) group teaching practices, and (3) special programs. Relying on active parent in-volvement in the home, the first category consists of such program areas as early identification of learning disabilities, teaching severely han-dicapped children, and preparing young children for the classroom setting. Designed to provide young children in rural or migrant areas with young children in rural or migrant areas with group social experiences outside the home, the group teaching practices involve such diverse elements as bilingual educational training, creative toys and games, and a learning center on wheels. The last category includes a program, not yet in operation, which has proved successful in testing stages, and one which lacks a distinctly rural emphasis. However, both offer potentially adapta-ble models. Each description includes: program title, location, needs, developmental history, plementation considerations, vital statistics, evaluation, and contacts for further information. (NO)

ED 118 289 95 RC 008 926

Guerra, Roberto S.

Work Experience and Career Education Programs
for Migrant Children.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small

Spons Agency-National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jan 76 Contract-400-75-0025

Note—90p. Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-032, \$4.00) EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Career Education, Career Explora-tion, Definitions, *Educational Needs, Life Style, *Migrant Children, Migrant Youth, *Pro-gram Development, Vocational Counseling, Vocational Development, *Work Experience

Of the more than two million seasonal farmworkers in the United States, nearly half are between the ages of 14 and 20 years. Although much has been done recently to meet some of the special needs of these migrant youth, they are still confronted with inadequate educational and training opportunities and limited career aspirations. In the forefront of what has been done is career education, a widely discussed but little understood concept among educators and public libits. Bu destrict the concept of corner education. alike. By adapting the concepts of career educa-tion to the special and unique circumstances of the migrant farmworker, career education can have a positive impact on the educational process of the migrant child. This paper focuses on the philosophical and process assumptions of career education and applies them to the special situa-tion of migrant children. Career education is discussed as a: (1) means of strengthening the relationship between the school and work, (2) means of easing the transition between school and work, (2) means of easing the transition between school and work when the time comes, and (3) vehicle which will give migrant youth the opportunity to choose among alternative social and occupational lifestyles. (NQ)

ED 118 290 RC 008 949

Macias, Reynaldo And Others
Educacion Alternativa: On the Development of Chicano Bilingual Schools. Southwest Network, Hayward, Calif.

Pub Date 75

Pub Date 75
Note—81p.

Available from—Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (\$1.00)

Document Not Available from EDRS

Descriptors—*Alternative Schools, Annotated Bibliographies, *Bilingual Schools, Curriculum Development, *Educational Alternatives, *Educational Povelopment Elementary, Secondary cational Development, Elementary Secondary Education, Financial Needs, Language Planning, Literature Reviews, *Mexican Americans, Program Evaluation, School Organiza-

tion, School Role Identifiers-*Chicanos

Intended to contribute to the furthering of the mtenueu to contribute to the furthering of the development of alternative schools, this book discusses various problems and issues which arise in setting up culture-based, bilingual programs. These include: (1) possible types of alternative efforts at schooling, (2) questions which need to be considered before setting up a curriculum. (2) eutorts at scnooling, (2) questions which need to be considered before setting up a curriculum, (3) curriculum development, (4) Chicano lan-guage/speech and language planning in the school, (5) school organization, (6) training in the school, (7) financial costs and fund raising, and (8) program embration and dearment; and (8) program evaluation and documentation The sociopolitical context of Chicanos and schools in the United States is discussed. Also included are: (1) a listing of followup readings, given at the end of each chapter; (2) a 47-item annotated and selected bibliography of materials pertaining to bilingualism and bilingual education, Chicano speech, and Chicano education in general; and (3) a partial directory of Chicano alternative schools and of Chicano Studies Programs. (NQ)

ED 118 291

RC 008 956

McAtee, W. Zani, T. L. The Education of Isolated Children in Western Australia.
Western Australia Education Dept., Perth.

Pub Date 75

Note—80p. Available from—Education Department of Western Australia, Parliament Place, West Perth, W. A. 6005

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors-Administration, *Correspondence Schools, Curriculum, *Demography, Elementary Secondary Education, *Financial Support, Historical Reviews, Instructional Staff, Parent Attitudes, Regional Planning, *Rural Youth,
Tables (Data), *Telecommunication
Identifiers—*Australia (Western Australia),

Chidley Centre, Western Australia Correspon-

dence School

МΙ

Prepared to meet the need for published factual data, this report on correspondence schools in Western Australia is designed to aid the education department in the upgrading and planning of correspondence education for the rurally isolated. Following the pattern of a 1974 questionnaire which sought information from parents (67 per-cent response) of isolated correspondence students, this report presents both tabular and narrative data relative to: (1) Isolated Children: Demography (population distribution, occupa-tional distribution, school year, degree of isolation, residential stability, accommodation); (2) Financial Assistance to Isolated Families (direct financial assistance, indirect financial assistance, taxation and direct financial assistance, parents' view of financial assistance); (3) Learning in Isolation (subjects, learning methods and media, pervision in the home, camp schools); (4) The Western Australian Correspondence School (brief history, administration and staffing, accommodaschool library, course development); (5) ols of the Air in Western Australia Schools of the Schools of the Air in Western Australia (background, administration and staffing, equipment, accommodation, mode of operation); (6) Projected Plans for the Education of Isolated Children (Chidley Centre-special education facility for isolated children, the Isolated Schools Matriculation Project); (7) Parental Views (responses to the 1974 questionnaire). (JC)

ED 118 292 95 RC 008 958 Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Mar 76

Contract-400-75-0025

Note-131p.; Not available in hard copy due to marginal legibility of original document. For related documents, see ED 101 909

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-034; \$6.00) EDRS Price MF-\$0.83 Plus Postage. HC Not

EURS Price MF-50.83 Plus Postage. HC Not Available from EDRS. Descriptors—*Abstracts, Agricultural Laborers, *Annotated Bibliographies, Educational Pro-grams, Federal Legislation, Human Services, Mexican Americans, *Migrant Education, *Migrants, Outreach Programs *Publications *Migrants, Outreach Programs, *Publications,

Subject Index Terms

A supplement to six previous bibliographies, this bibliography provides access to some of the latest resource material, research findings, and/or developments in migrant education. Part 1 contains 82 citations and abstracts which appeared in "Resources in Education" (RIE) from January 1975 through December 1975. Part 2 includes 21 citations of journal articles which appeared in "-Current Index to Journals in Education" (CIJE) from January 1975 through December 1975. The citations cover such topics as agricultural laborers, educational programs, Federal programs and legislation, human services, Mexican Americans, migrant child education, migrant workers, outreach programs, rural education, and summer programs. A combined RIE and CIJE subject programs. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of migrant education. Ordering infor-mation and a directory of ERIC Microfiche Col-lections are appended. (NQ)

ED 118 293 Bilingual Education in P. L. 93-380.
Office of Education (DHEW), Dallas, Tex. Re-

gional Office 6. Report No—PL-93-380 Pub Date 13 Mar 75

Note-37p.

Note—3 /p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—American Indians, *Bilingual Edu-cation, *Content Analysis, *Educational Legislation, Educationally Disadvantaged, Educational Policy, Elementary Secondary Educa-tion, Higher Education, *Management, *Pro-gram Coordination

ntifiers-Education Amendments 1974

Based on an analysis of the Education Amend-ments of 1974 (P.L. 93-380), this paper provides an overview of the more than 20 different types of bilingual educational activity found in the law and raises some of the issues of management, pol-icy, and coordination. Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally coordinated bilingual education program suggests 5 potential areas of major stress:
(1) the "continuity" issue characterized by stress between new and existing programs and products; (2) the "communication" issue resulting from expanded internal, as well as, external linkages; (3) the "cooperation" issue arising from new interface areas at the local, state, and national level; (4) the "coordination" issue involving interaction between Federal and non-Federal activity, among funded bilingual centers and clearinghouses, an with related state and local efforts; and (5) the compliance" issue involving adherence to laws, rules, and regulations. Some unresolved questions regarding further implementation of the law are presented. The appendices include a listing of:
(1) legislation amended by P.L. 93-380, (2) new
acts or legislation embodied in P. L. 93-380, and (3) implications in bilingual education and for American Indian Education. (Author/NQ)

ED 118 294

Davis, Richard N. And Others

RC 008 962

Davis, Richard N. And Others
Low-Income Rural People in East Central Arkansas Face Roadblocks to Jobs. Arkansas Agricultural Experiment Station, Agricultural
Economic Report No. 290.
Arkansas Agricultural Experiment Station, Fayet-

Spons Agency—Economic Research Service (DOA), Washington, D.C. Report No—ARK-AER-290 Pub Date Jul 75

Pub Date Jul 75
Note—39p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Attitudes, Caucasians, Comparative
Analysis, Demography, *Employment Opportunities, Employment Patterns, *Followup Studies, Health, Job Satisfaction, *Job Training,
*Low Income, Migration, Negroes, Perception,
Parial Differences. *Rural Population, Sex Dif-Racial Differences, *Rural Population, Sex Dif-Racial Differences, Variant Population, Sex Dif-ferences, Transportation Identifiers—*Arkansas (East Central), Economic Opportunity Act Title III B From 1967 to 1971, a total of 742 low income,

rural people in east central Arkansas were trained with funds provided by the Economic Opportunity Act (Title III-B). A total of 133 of these people were interviewed and divided into the follow-ing subgroups for purposes of comparison; (1) 74 respondents (46 blacks and 28 whites) who had respondents (46 blacks and 28 whites) who had been and remained employed following the III-B training; (2) 29 respondents (20 blacks and 9 whites) employed following III-B training but unemployed at the time of the study; and (3) 30 respondents (28 blacks and 2 whites) who had never been employed following the III-B training. The interviews were designed to solicit information relative to: (1) demographic characteristics; (2) employment history; (3) job attitudes; (4) perceptions; (5) transportation; (6) support for employment; (7) internal-external control; (8) health factors; (9) migration; and (10) Herzberg's job satisfier and dissatisfier factors. Among the job satistier and dissatistier factors. Among the first two groups, the main roadblocks to jobs during 1971 were "could not find suitable work" and "laid off from work." Reasons cited for leaving their first job after III-B training also centered on being laid off (32 percent) but included transportation problems (15 percent). Among the third group (predominantly black, unmarried, separated, or divorced females with children) major reasons cited for unemployment were inamajor reasons cited for unemployment were ina-bility to find suitable work (70 percent) and ill health (13 percent). (JC)

Dunkelberger, John E. And Others A Needed Research Orientation for Rural Sociolosts in the South.

Pub Date Sep 75 Note-14p.; A report of the Southern Rural Note-14p.; A report of the Southern Sociology Research Committee, Subcommittee on Research Priorities presented at the Annual Meeting of the Rural Sociology Section, Southern Association of Agricultural Scientists

(Mobile, Alabama, February 1-4, 1976) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Costs, Methods, *Research Criteria, Research Tools, *Rural Areas, *Social Change, Social Organizations, *Sociology, *Southern States. Theories

Rural sociology research in the South needs to confront the question of research priorities in order to more effectively meet the needs of its various clients and publics. Review of current priorities in rural sociology reveals emphasis on research activities ordered as follows: (1) Rural Development; (2) Population Distribution; (3) Social Inequality and Disadvantaged Groups; (4) Environment and Natural Resources; (5) Agricultural Industry; and (6) Nonmetropolitan Commu-nities. Since rural sociology is an applied field, research originates in the social problems confronted by policy makers and practitioners. Therefore, establishing criteria and procedures for setting priorities is more important than listing specific priorities. An adequate basis for determining research priorities must be grounded in the practice of rural sociology to provide con-tinuity and focus, but not to the exclusion of future-oriented theory and methodology. The theoretical orientation of social change as applied to social organization has been largely overlooked. In order to employ the organizational orientation there must be a change in methodological emphasis to include the use of a more diverse assortment of research tools. Since the cost for such an orientation would be high, a capacity for initiating and continuing communication with potential clients must be built into the research activities. (JC)

ED 118 296 RC 008 969

And Others Akins, Andrew Federal and State Services and the Maine Indian. A Report of the Maine Advisory Committee to the United States Commission on Civil Rights.

Maine State Advisory Committee to the U.S. Commission on Civil Rights, Augusta. Pub Date Dec 74

Note—119p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—Advisory Committees, *American Indians, *Civil Rights, Economic Development, Education, Evaluation, Federal State Relationship, Foster Children, Health, Law Enforce-ment, *Nonreservation American Indians, *So-cial Services, *State Federal Aid, Welfare Identifiers—Maine, *Maine Advisory Committee Civil Rights Commission, Maliseets, Micmacs,

Passamaquoddys, Penobscots

Pursuant to its responsibilities to advise the Commission on Civil Rights, the Maine Advisory Committee's hearings, investigations, and recom-mendations relative to Federal and State services for American Indians in Maine are detailed in this report. Dealing first with policy and law as manifest in: (1) Self-Determination; (2) Federal Indian Services; (3) State Policy and State Services; (4) Conflict in the State of Maine, This report also presents the committee's recommendations for the following: (1) Economic and Community Development; (2) Housing; (3) Health; (4) Education; (5) Welfare; (6) Foster Care; and (7) Law Enforcement and Public Safety. Major conclusions cited in this report are: (1) Maine Indians are being denied services provided other Native Americans by Federal agencies which is not only discriminatory but is also placing a disproportionate tax burden on Maine taxpayers. (2) Half the Indians in Maine are not receiving State Indian services because they live off-reservation. (3) The State should develop an integrated service program to serve all Maine Indians (Maliseets, Passamaquoddys, Penobscots, and Micmaes) regardless of their residency. (4) Current socioeconomic statistics reveal longstanding discriminatory practices (45 percent substandard housing, 65 percent unemployment, severe health problems, nonexistent bicultural education, and 4 out of 136 Indian foster children in Indian foster homes). (JC)

ED 118 297

RC 008 971

Murray, Betty A National Study of Minority Group Barriers to Allied Health Professions Education in the Southwest. Final Report.

Southwest Program Development Corp., San An-

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower. Report No—NO1-AH-34087

Pub Date Aug 75

Note-189p. EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Administrator Attitudes, American Indians, *Career Education, Demography, *Educational Assessment, *Health Occupations, *Minority Groups, Negroes, *Post Secondary Education, Spanish Americans, Student Attitudes
Identifiers—*United States (Southwest)

A 2-year study of minority group barriers to al-lied health careers in the Southwest was con-

ducted to identify those barriers experienced by minority groups in entering and completing a postsecondary educational program in allied health. Data were obtained through: (1) 7 oneday conferences convening students, dropouts, nonstudents, staff, faculty, and administrators held in Arizona, California, Colorado, New Mexneid in Arizona, Cantornia, Colorado, New Mex-ico, Oklahoma, and Texas; and (2) an examina-tion of demographic and health manpower data. Conference participants ranked, by priority, the barriers according to their importance to each minority group (Spanish Americans, American Indians, and Black Americans). Findings were presented by categories of barriers and the stages in the process of acquiring professional status (application, matriculation, and completion). This final report presents: (1) an overview of the stu-dy, (2) brief descriptions of each phase of the study, (3) a summary of each conference, (4) a summary of the barriers and priority rankings for each geographic area, (5) a synopsis of the bar-riers and recommendations, (6) a statement of conclusions based on the study's findings as compared with the findings of other investigations regarding minority allied health professionals and students in the Southwest. (NQ)

ED 118 298

RC 008 972

Vega, Jaime I., Ed. And Others

Migrant Programs in Wisconsin and Ohio.

National Migrant Information Clearinghouse,

Austin, Tex. Juarez-Lincoln Center. Spons Agency-Department of Labor, Washing-

ton, D.C.
Pub Date May 74
Note—214p.; For related documents, see ED 076 295, ED 081 519-520, ED 089 923; ED 100

549-551
Available from—National Farmworkers Information Clearinghouse, 715 East 1st St., Austin, Texas (\$2.50 plus postage and tax)
EDRS Price MF-50.83 HC-\$11.37 Plus Postage
Descriptors—Agricultural Laborers, *Directories, Educational Programs, Elementary Secondary Education, *Health Services, *Human Services, Information Sources, Labor Camps, Legislation, Migrant Education, *Migrant Workers, Migration Patterns, *Program Descriptions, Seasonal Laborers, Wages Migration Patterns, *Pro Seasonal Laborers, Wages Identifiers—Ohio, Wisconsin

Compiled for use by agencies working with migrant and seasonal farmworkers, this directory lists programs and services available to these farmworkers during their stay in Ohio and Wisconsin. Data were obtained from Federal, State, and local agencies in each State. Special emphasis was placed on information and data current as of summer 1973. Information given for each county in the State pertains to: (1) programs, (2) agencies which may assist migrants, (3) crops and work periods, (4) migrant population and wages, and (5) labor camps. Programs listed provide educational, health, legal, and job placement services to migrant workers. Some of the listings of organizations, programs, or agen-cies may contain some obsolete information due to their instability; being subject to change as new needs, priorities, and objectives appear; or as new needs, priorities, and objectives appear, of as operating funds expire. A synopsis of Ohio and Federal laws relevant to migrant and seasonal farmworkers is included. An annotated bibliog-raphy of National Migrant Information Clearinghouse publications is appended. (NQ)

Whitington, Marna C. Benson, Stephen D.
Identification of Barriers and Proposed Solutions to the Attainment of Equal Representation in Post-Secondary Allied Health Programs for Minorities, Final Report.

Associates for Research in Behavior, Inc., Philadelphia, Pa. Science Center.; New En-gland Hospital Assembly, Inc., Durham, Mass.

oons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of

Health Manpower. Report No-NO1-AH-34065

Pub Date Sep 75

Note-217p. EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Administrator Attitudes, American Indians, Annotated Bibliographies, *Career Indians, Annotated Biolographies, "Career Education, "Educational Assessment, Educational Problems, "Health Occupations, Literature Reviews, "Minority Groups, Negroes, "Post Secondary Education, Spanish Americans, Student Attitudes

Identifiers-*United States (Northeast)

The study identified the barriers which prevent application, matriculation, and/or completion of allied health postsecondary education programs by blacks, Spanish-surnamed Americans, and Native Americans and recommended means of reducing or eliminating the barriers. Only those barriers which could be resolved or reduced through programs of public information, outreach, and training were identified. The study was limited to the Northeastern states of Maine, Rhode Island, Vermont, New Hampshire, Mas-sachusetts, Connecticut, and New York. Focus group sessions were conducted with 6 groups of group sessions were conducted with 6 groups of students presently enrolled in programs of allied health, 6 groups of faculty, staff, and administra-tors of postsecondary allied health programs, and I group of minority professionals working in al-lied health. The discussions were analyzed in 2 ways: (1) objective analysis of barriers as stated ways: (1) objective analysis of barriers as stated in discussion and (2) content analysis of underlying thoughts and feelings. Findings indicated that: (1) most minority students did not include the allied health fields in their career selection process because they had no knowledge or inadequate knowledge of the career opportunities available; and (2) those who did enter postsecondary programs found the academic work difficult, sensed a feeling of social isolation, and seemed unable to find or get the supportive services needed to successfully deal with their environmen with their environment. (Author/NQ)

RC 008 974

Wilber, George L. Hagan, Robert J.

Metropolitan and Regional Inequalities Among
Minorities in the Labor Market. Volume 3. Minorities in the Labor Market.

Social Welfare Kentucky Univ., Lexington. Research Inst. Administration

Spons Agency—Manpower (DOL), Washington, D.C. keport No—DLMA-21-21-74-08-3 Pub Date 75

Note-150p.; For related documents, see Vol 1, ED 113 118 and Vol 2, ED 115 723 Available from—National Technical Information

Service, Springfield, Virginia 22161 EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Academic Achievement, American Indians, Asian Americans, Comparative Analysis, *Employment Statistics, *Equal Opportunities (Jobs), *Ethnic Groups, *Labor Market, Negroes, Occupational Mobility, Qualifications, Socioeconomic Status, *Spanish Culture, Unemployment University

Negroes, Occupational Mobility, Qualifications, Socioeconomic Status, *Spanish Culture, Unemployment, Urban Areas, Wages Inequalities among minorities in the labor mar-ket were examined. Minorities were classified ac-cording to persons of Spanish descent (Mexicans, Powerts Pierce, and Cultura). Placets America. Puerto Ricans, and Cubans), Blacks, American Indians, Japanese, Chinese, and Filipinos. All per-sons 20 to 64 years of age, not enrolled in school and not living in group quarters, who were re-sidents in 1970 were included. Detailed information was provided via the tabulations for regions and metropolitan areas. Emphasis was placed on labor force participation, employment, occupational achievement, mobility, weeks worked, and earnings. Brief profiles of each minority summarized their achievements. Data were obtained from the United States census' Public Use Sample files for 1970. Comparisons indicated that: (1) levels of employment, occupational achievement, and earnings differed by location, but that the overall rankings of minorities were not modified within areas; (2) participation and achievement levels tended to be highest in areas where a minority was must numerous, except for Cubans in Miami; and (3) achievements of minorities in the labor market were more dependent on their minority characteristics and such determinants as their educational attainment than on their regional or metropolitan location. (NQ)

ED 118 301 RC 008 975

Akintola, Jacob And Others
Rural Land Use in the Monongahela River Basin.
[Agricultural Experiment Station] Bulletin 641. West Virginia Univ., Morgantown. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C. Report No—Bull-641

Pub Date Aug 75

Note-42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Agricultural Production, *Change Agents, Comparative Analysis, Exports, *Fu-tures (of Society), Income, Landlords, *Land

Use, Livestock, Natural Resources, *Rural Areas, Rural Farm Residents, Surveys, Tables (Data), Water Resources

Identifiers-*Monongahela River Basin, Virginia (North Central)

In order to determine rural land use in the Monongahela River Basin, 11,528 landowners, controlling 40 percent of 10 contiguous counties in north-central West Virginia and constituting 19 percent of the rural population, were surveyed. Data derived from 892 questionnaire responses were analyzed in terms of past, present, and future land use; land valuation; market trends; ture land use; land valuation; market trends; tenure; and prospects for potential conflicts among competing rural land uses. Specifically, data encompassed: (1) population statistics, 1950, 1960, 1970; (2) export industries; (3) rural land use in 1972 (acreage distribution, land values, mineral resources, idle farmland, farm income, agricultural crops, crop acreages, livestock income); (4) changes in land use, 1962-72; (5) anticipated land use changes, 1982; (6) land use problems (farm operation, water sources, and disturbed lands). Results indicated rural landowners: (1) owned less than 100 acres; (2) large tracts were few, averaging 177.9 acres; (3) beef tracts were few, averaging 177.9 acres; (3) beef cattle sales comprised the major source of farm come, but most owners earned greater incomes off the farm; (4) large owners of timber and mineral rights were notably absent from the sur-vey population; (5) 50 percent of those surveyed had coal reserves, 80 percent had coal rights, and 13 percent indicated willingness to sell; (6) farm-land will decrease and farms will increase in size; (7) livestock production will be the major determinant of the surveyed land. (JC)

Rural Education Program-Basic Program Plans, April 1972. (Northwest Regional Educational Laboratory Rural Futures Development Strate-

Northwest Regional Educational Lab., Portland,

Oreg.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 1 Apr 72.

Note—302p.; A few pages contain light print

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—Activities, Change Agents, *Community Development, Decision Making, *Educational Development, Futures (of Society),

Learning, Material Development, *Models,
*Program Guides, *Rural Development, Rural

Education, Training

Iducation, Training

Leuritiers—*United States (Northwest)

Designed for progressive implementation

Designed for progressive implementation (1966-1977) in the Northwest Region, this program guide emphasizes rural educational change via training systems and materials which suggest and support new structural patterns and par-ticipatory decision making for rural schools and communities. Divided into three major sections (Summary Information, Program Description, and Institutional Descriptions), the bulk of this guide describes the program as follows: (1) The Rural Education Problem (rural setting, present conditions, potential for rural education improvement, and critical rural education needs); (2) General Strategy (models for field-centered training, fieldbased product development, and an operational setting for product development); (3) Specific Strategies (the generic learning and change process model; strategies for school-centered, community-centered, learner-centered, and support agencies-centered rural futures development; and the strategy relationships); (4) Addendum (an optional family-centered strategy); (5) Dissemination Plan; (6) Evaluation Plan; (8) Bibliog raphy. Major program components are identified as community, school, learning environment, and support agency components and include both ac-tivities and products. (JC)

ED 118 303 RC 008 977

Scott, Norval C., Jr. Zip Test: Examiner's Manual.

Oroville, Calif.; California State Dept. of Education, Sacramento. Div. of Compensatory

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C. Div. of Compensatory Education. Note—29p.; For related document, see ED 081

846; one page of tabular material is of marginal

МΙ

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement Tests, *Diagnostic Tests, Elementary School Mathematics, *Elementary School Students, *Grouping (Instructional Purposes), *Language Fluency, Language Tests, Manuals, *Migrant Child Education, Reading Diagnosis, Reading Level, Test Reliability, Test Validity lentifiers—*Zip Test
Purpose of the Zip Test Descriptors-Achievement

Identifiers—*Zip Test
Purpose of the Zip Test is to locate the instructional level at which a child can effectively use a mathematics book and a reader and to indicate his ability to conceptualize verbally in English. Designed to determine quickly and with reasonable accuracy the grade placement of a migrant child in reading and math and to assess his English language facility, the test facilitates the migrant child's rapid placement into a productive learning situation upon his arrival at school and eliminates vital periods of "sterile exposure" to learning situations in which he cannot respond. The test is divided into 3 sections: Language and test is divided into 3 sections: Language Facility, Reading, and Math. This examiner's manual presents the directions for administering each section of the Zip Test. Most of the directions are in English and Spanish. Zip Tips are given to indicate timesaving shortcuts and helpful hints. The manual also includes directions for (1) administering math work-back (2) secret. for: (1) administering math worksheets, (2) scoring the test, and (3) transferring scores from a tab sheet to a locator form. The assessment of the reliability and validity of the Math and Read-ing sections is discussed. (NQ)

ED 118 304 RC 008 979 Balliet, Lee Spangler

Anglo Poverty in the Rural South Pub Date May 74

Note-360p.; Ph.D. Dissertation, University of Texas at Austin
Available from—Inter-Library Loan, West Vir-

ginia University, Morgantown, West Virginia 26506

Document Not Available from EDRS Descriptors—Agriculture, *Anglo

Document Not Available from EDRS
Descriptors—Agriculture, *Anglo Americans,
Doctoral Theses, *Economically Disadvantaged, Historical Reviews, Industrialization,
Minority Groups, Political Socialization, Racial
Differences, Religion, *Rural Population,
Slavery, Social Characteristics, *Social Influences, Social Social Institutions
Leading Total Control of the Control of the Control
Social Social Institutions
Cooking to the Control of the Control
Social Social Institutions

Seeking to trace both the nature and the extent of ceremonial (regressive) resistance to the progressive forces of technology and industrialization, the origins and consequences of economic, political, and social institutions in the Southern United States were investigated. Data were derived from the following sources: (1) Southern derived from the following sources: (1) Southern regional studies from various academic disciplines; (2) U.S. census figures on the socioeconomic characteristics of the poor by race and residence for the U.S., South, and non-South; (3) over 100 interviews with a cross section of Southerners regarding the present status of the rural poor. The following predominantly Southern institutions were analyzed in terms of their effect on common Southerners of all racial institutions were analyzed in terms of their effect on common Southerners of all racial backgrounds: (1) slavery and plantation agriculture; (2) one-party system, poll tax, and county seat government; and (3) racial superiority, womanhood, agrarian romanticism, fundamentalist religion, and individualism. Emphasizing the case of the Anglo, the current state of technological industrialization was examined in view of ef-forts to overcome traditional barriers to economic and human resource development. It was concluded that the prevasiveness of Southern was concluded that the prevasiveness of southern rural poverty among both Anglos and minorities was causally related to institutional rigidity and conflict arising from the region's specialized agricultural and industrial development. (JC)

ED 118 305 RC 008 980

Odell, Malcolm Jamieson, Jr.
What Happened to the "Public" in Public Television? A Study of Public Television and Popular
Participation in Cattaraugus County, New York.

Pub Date Aug 74 Note—354p., Ph.D. Dissertation, Cornell Univer-

Available from—Inter-Library Loan, West Virginia University, Morgantown, West Virginia 26506

Document Not Available from EDRS

Document Not Available From EDRS
Descriptors—Citizen Participation, *Community Involvement, Doctoral Theses, *Educational Television, Financial Support, *Low Income Groups, Organizations (Groups), *Public Television, Rural Areas, *Rural Population

Identifiers-*New York (Cattaraugus County)

Focusing on introducing a participatory public television system which would actively serve the specific needs and interests of the community by directly involving the citizens in the station's decision-making process, the experiment examined the relationship of Cattaraugus County, a amined the relationship of cattaraugus County, a rural depressed county, to the new public television station introduced specifically to serve the area. Begun when the Board of Cooperative Educational Services (BOCES) and Cattaraugus Community Action (CCA) responded to a notice that funds were available through a national "-Mobilization of Resources Program", the experi-ment sought to "eliminate the deficiency of knowledge among the low-income and the comknowledge among the low-income and the com-munity-at-large by mobilizing the local resources to make use of a local Educational Television network." This paper outlines the development of the participatory television experiment in Catthe participatory television experiment in Cat-taraugus County, examining in particular the ef-forts to generate local participation during the project's initial phase. The project's origins and assumptions, objectives, and strategies used to in-volve the communities are discussed. The efforts to generate local involvement are described, with in-depth analysis of the activities in the small towns of Cuba and Springville. An overview and analysis of the findings and their potential application to other such efforts at developing feedback mechanisms for public television are presented. (Author/NQ)

ED 118 306 RC 008 981 Outdoor Education, a Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Mar 76

Contract-400-75-0025

Note-199p.; For related document, see ED 101

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-035, \$7.00) EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
Descriptors—*Abstracts, *Conservation Education, Curriculum Guides, Emotionally
Disturbed, *Environmental Education, Learning Activities, Natural Resources, *Outdoor
Education, Program Descriptions, Resource
Guides, Science Education, Subject Index
Terms, Teaching Guides
Identifiers—CJIE, Current Index Journals in Education, Pengangh in Education, PIE

cation, Research in Education, RIE
A supplement to 5 previous bibliographies, this bibliography provides access to some of the latest resource material, research findings, and/or developments in outdoor education. Part I contains 143 citations and abstracts which appeared in "Resources in Education" (RIE) from the January 1975 issue through the December 1975 issue. Part II includes 61 citations of journal articles which appeared in "Current Index to Journals in Education" (CIJE) from the January 1975 issue through the December 1975 issue. In addition to outdoor education, the citations cover such topics as conservation education, educa-tional programs, emotionally disturbed, environmental education, natural resources, nature centers, learning activities, science education, and urban environment. Types of materials cited in-clude curriculum guides, research reports, resource guides, instructional materials, program resource guides, instructional materials, program descriptions, and teaching guides. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of outdoor education. Ordering information is included. (NQ)

ED 118 307

Skliar, Norman, Ed.
The Best of "The Communicator", 1970-1975.
New York State Outdoor Education Association,

Syracuse

Note—87p.; A booklet of selected articles duplicated from "The Communicator", 1970-

Available from—New York State Outdoor Educa-tion Association, Box 26, Syracuse, New York 13215 (\$2.00) EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Art, *Conservation Education, *Curriculum Enrichment, *Educational Philosophy, *Learning Activities, Learning Laboratories, Natural Resources, Nature Centers, "Outdoor Education, Periodicals, Resident Camp Programs, Social Studies, Teacher Edu-cation, Teaching Techniques, Trails The New York State Outdoor Education As-

sociation is dedicated to: (1) the professional improvement of persons interested and involved in outdoor education, and (2) the development of attitudes, values, and behavior necessary for the wise use of natural resources. Its major goal is the enrichment of educational curriculums through the use of the outdoors as a living and learning laboratory. "The Communicator", the Association's official journal, consists of articles contributed by outstanding authorities in outdoor education. Due to numerous requests for back issues of "The Communicator", this booklet provides 30 articles which appeared in various issues between 1970 and 1975. Addressing the Association's goals, the articles deal with outdoor education philosophy and methodology, ecological classrooms, resident camping experiences, teaching tips, and classroom projects. Among the topics are: outdoor education in the educative process, basic considerations for outdoor education, environmental programs, nature trails, professional preparation in outdoor education, teaching social studies and art outdoors, orienteering, survival, the outdoors as a learning center, ecology, and the environmental crisis. (NO)

ED 118 308 RC 008 983

Bentz, Willard K. And Others Experiences in Rural Mental Health. I: Surveys.

North Carolina Univ., Chapel Hill. School of Medicine.

Note—39p.; Volume 1 in a series of 9; For re-lated documents, see RC 008 984-991

Available from-William G. Hollister, M.D., Division of Community Psychiatry of the Department of Pyschiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—Advisory Committees, Agency Role, Community Leaders, Feasibility Studies, Followup Studies, Information Sources, Measure-Instruments, *Mental Health Programs, "Needs Assessment, "Program Guides, Public Opinion, Questionnaires, "Rural Population, Social Attitudes, "Surveys, Teacher Attitudes Identifiers—Health Opinion Survey, HOS, "North Carolina, North Carolina (Franklin County), North Carolina (Vance County), Stars Case

Abstract Vignettes

Based on a North Carolina feasibility study (1967-73 in Vance and Franklin Counties) which focused on development of a pattern for provid-ing comprehensive mental health services to rural people, this booklet is the first in a series of nine and deals with methods of gathering preliminary information. Basically, this booklet presents infor-mation gathering techniques and applications; re-ports on findings of the After Survey (completed at project termination); and discusses the followat project termination; and uscusses the follow-ing sources of information for detecting commu-nity needs: (1) Citizen's Advisory Councils: County Level; (2) Neighborhood Citizens' Ad-visory Councils; (3) Administrative Contacts: County Level; (4) Administrative Contacts: County Lever; (4) Administrative Contacts, Agencies; (5) Need Inputs from Special Interest Groups; (6) Visits to Local Decision Makers; and (7) Need Inputs from State and Regional Planning Groups. Specifically, this booklet discusses: (1) the Health Opinion Survey, HOS (a 20-item screening instrument used to assess the prevalence of psychiatric or emotional disorder); (2) HOS findings in a rural population (of significance when related to age, marital status, education, occupation, and income); (3) assessment of mental health attitudes among teachers, comof mental nearth attitudes among teaches, community leaders, and the general public (program services, mental illness etiology, hospitals, treatment, psychiatrists, etc.); (4) use of Virginia Star's Case Abstract Vignettes to measure attitudes. (JC)

ED 118 309 RC 008 984 Hollister, William G. And Others

Experiences in Rural Mental Health II: Organizing a Low Budget Program. North Carolina Univ., Chapel Hill. School of Pub Date 73

48p.; Volume II in a series of 9; For re-

lated documents, see RC 008 983, 985-991 Available from—William G. Hollister, M.D., Divivaluable from—winam O. Hollster, M.D., Divi-sion of Community Psychiatry of the Depart-ment of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)
Document Not Available from EDRS

Pocument For Available from EDISS

Descriptors—Agency Role, *Budgets, Citizen
Participation, Community Consultants, Community Leaders, Community Role, Feasibility
Studies, *Low Income Counties, *Mental
Health Programs, Organization, Paraprofessional Personnel, *Program Guides, Public
Onision *Rural Population

Opinion, *Rural Population Identifiers—*North Carolina, North Carolina (Franklin County), North Carolina (Vance County)

Based on a North Carolina feasibility study (1967-73) which focused on development of pattern for providing comprehensive mental health services to rural people, this second program guide deals with organization of a low-in-come program budget. Presenting the basic assumptions utilized in the development of a lowbudget program in Franklin and Vance counties, this booklet describes the use of: (1) Local Control; (2) Part-time Outside Specialists; (3) Local Financial Resources; (4) Indigenous Staff; (5) A Limited Clinical Program; (6) Existing Helping Resources; (7) Equal Clinical and Non-clinical Programs; (8) Citizen Participation to Help Adapt Programs. Supplemental program activities which are also discussed include: (1) developing personal acquaintanceship with key community officials; (2) contacting and staying in touch with the community informal network of influential citizens; (3) establishing agency relationships; (4) avoiding controversial alignments and acting upon reported program failures; (5) using stigmabreaking activities; (6) targeting in on high-risk/low-use groups. A thorough discussion of the use of non-professionals is presented in the final sections on the Lay Coordinator (central figure in the Family Counseling and Education Center) and the Service Guide (a paraprofessional designated to travel the county helping people to get help). (JC)

Experiences in Rural Mental Health. III: Develop-ing Citizen Participation. North Carolina Univ., Chapel Hill. School of

Medicine.

Note—34p.; Volume III in a series of 9; For re-lated documents, see RC 008 983, 984, 986-

Available from-William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina (\$1.50) each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

booklets \$1.50)
Document Not Available from EDRS
Descriptors—Advisory Committees, *Citizen Participation, Clubs, *Communication (Thought Transfer), Community Agencies (Public), Community Leaders, County Officials, Feasi-Community Ceauers, County Officials, Feasi-bility Studies, *Mental Health Programs, Or-ganizations (Groups), *Program Guides, *Rural Population, State Agencies, Volunteers Identifiers—*North Carolina, North Carolina (Franklin County), North Carolina (Vance

Based on a feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with promotion of citizen participation. Describing both program successes participation. Describing both program successes and failures, this booklet presents the major communication bridges employed by the mental health programs developed in Vance and Franklin counties. Major components in the citizen participation program are identified as utilization of: (1) neighborhood advisory councils. to provide citizen participation in program planning (needs assessment, local solutions, etc); (2) county-wide advisory councils to promote citizen program monitoring; (3) contacts with the County Commissioners to provide citizen control

of program via placing project monies and pro-ject employees under commissioner control; (4) formalized visits and informal contacts with allied human service agencies and professionals to promote key professional citizen involvement; (5) joint project participation with special interest groups to promote program development roles; (6) planned visits to the formal network of community decision makers to promote key citizen involvement; (7) responsive contacts to patients or to citizen groups to promote familiarity; (8) volunteers as participating citizens to serve a variety of functions relative to their interests.

ED 118 311 RC 008 986

Hollister, William G. And Others
Experiences in Rural Mental Health. IV:
Strengthening Existing Resources -- Helping the

North Carolina Univ., Chapel Hill. School of Medicin Pub Date 73

Note-43p.; Volume IV in a series of 9; For re-lated documents, see RC 008 983-985, 987-

Available from-William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; addi-

tional booklets \$1.50)

Document Not Available from EDRS

Document Not Available from EDISC
Descriptors—Community Coordination, Consultation Programs, Education, Feasibility Studies,
Helping Relationship, "Interagency Cooperation, "Mental Health Programs, Methods,
Paraprofessional Personnel, Physicians,
The Communication of Personnel, Children Studies, Personnel, Physicians,
The Communication of Personnel, Children Studies, Personnel, Physicians, Personnel, Physicians, Personnel, Physicians, Personnel, Physicians, Personnel, Physicians, Personnel, Physicians, Physicians, Personnel, Physicians, Personnel, Physicians, Paraprofessional Personnel, Physic *Preventive Medicine, *Program Guides, ral Population, Skill Development, Social Services, Workshops Identifiers—*North Carolina, North Carolina (Franklin County), North Carolina (Vance

Based on a North Carolina feasibility study (1967-73) which focused on development of a (1967-73) which tocused on development or a pattern for providing comprehensive mental health services to total people, this guide deals with strengthening and coordinating the existing services. Divided into three sections, this booklet details the successes and failures of program efforts in Vance and Franklin counties. The threephase effort is identified as follows: (1) Develop-ing the Helping Relationship: Workshop Methods Used to Build Core Helping Skills in Allied Agen-cy Staffs (problems, goals, priorities; forces in-fluencing behavior; self-image; helper's intent; sending and receiving communication; role ex-sending and receiving communication; role ex-pectations; helper's counter feelings; verbal recognition; building skills via sociodrama; defin-ing issues; formulating choices; linking choices to motivation; verbalizing problems; face saving; and facing self); (2) Consultation, education. and Prevention Programming: The Concept of Effective Parsimony (conserving time, energy, and per-sonnel via use of time trials, crisis support and brief counseling, agency coordination, inexpensive contact personnel, and a Lay Coordinator);
(3) Strengthening the Mental Health Roles of the Existing Groups (General Practitioners; Public Health; Social Services; Agricultural Extension; Local Hospital Nurses; Local Nursing Homes; and A Prison Unit Staff on Alcoholism Control). (JC)

ED 118 312 RC 008 987 Hollister, William G. And Others

Experiences in Rural Mental Health. V: Creating Alternatives to Clinical Care. North Carolina Univ., Chapel Hill. School of

Medicine.

Note-64p.; Volume V in a series of 9; For re-lated documents, see RC 008 983-986, 988-

Available from - William G. Hollister, M.D., Divivaluation from winding to robuster, M.D., Divi-sion of Community Psychiatry of the Depart-ment of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS
Descriptors—Alcoholism, Clergymen, Community
Information Services, *Cost Effectiveness,
Discussion Groups, Enrichment Programs,
Feasibility Studies, Health Education, *Human
Resources, Interagency Coordination, *Mental

Mental Health Programs, Retardation. Paraprofessional Personnel, *Program Guides,

*Rural Population entifiers—*North Carolina, North Carolina (Franklin County), North Carolina (Vance

on a North Carolina feasibility study (1967-73) which focused on development of pattern for providing comprehensive mental health services to rural people, this guide deals with the process of creating alternatives to clinical care in Vance and Franklin counties. Specifical cally, this booklet details the chronological development of the following: (1) A Ministerial Counseling Network (workshops and seminars dealing with child behavior, grief, see education, infidelity and marriage counseling, family com-munication problems, etc.); (2) Personal En-richment Classes (a classroom situation utilizing trained volunteers and professionals to promote interactional skills and positive self-concept via craft activities and group and private discussions); (3) Developing Rural Mental Retardation Services (identifying needs; developing State and local mandate; evoking citizen and agency participation; establishing the need for a coordin etc.); (4) An Information Exchange and Its Variants: A Personal Problem Discussion Group (training aides and gaining participation for youth and family problem groups); (5) Al-Anon Groups (a resource for families of alcoholics); (6) Citizen Participation in Organizing an Alcoholism Care Network (agency coordination, public education, trained volunteers, etc.); (7) Vance county Alcoholism Program: A Home Detoxification Alcoholics Anonymous Program. (JC)

ED 118 313 RC 008 988

Hollister, William G. And Others
Experiences in Rural Mental Health. VI; Programming School Mental Health. North Carolina Univ., Chapel Hill. School of

Medicine

Note—72p.; Volume VI in a series of 9; For re-lated documents, see RC 008 983-987, 989-

Available from-William G. Hollister, M.D. Divivoliable from—William G. Hollister, M.D., Divi-sion of Community Psychiatry of the Depart-ment of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; addi-

tional booklets \$1.50)

Document Not Available from EDRS

Descriptors—*Behavior Change, Classroom Guidance Programs, Discussion Groups, Elementary Secondary Education, Feasibility Studies, Human Relations, *Mental Health Programs, *Program Guides, *Rural Population, School Community Cooperation, School Personnel, *School Role, Speech Therapy, Tutori-

al Programs, Workshops
Identifiers—*North Carolina, North Carolina
(Franklin County), North Carolina (Vance

County)

МΙ

Based on a North Carolina feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with programming school vental health in Vance and Franklin counties. Detailing both successes and failures, this booklet presents the following program activities: (1) Some Learnings about School Mental Health Strategy (importance of a combined claimed and program activities). combined clinical and non-clinical approach, up-to-date administrative briefings, acceptance of school mores and mission, etc.); (2) Key Factors in Teaching Behavior Guidance in the Classroom (school-centered approach, inter-system personnel contacts, continuity facilitators, etc.); (3) Olders Tutor Youngers (high school students as tutors for elementary students in a rural and an urban pilot program); (4) Youth Talks It Over (discussion groups); (5) Analysis and Learnings from a Consultation to Teachers Program; (6) Workshops to Teach Behavior Modification for Head Start Teachers, Elementary School Training Consultants, and Elementary School Training Consultants, and Elementary School Teacher En-richment; (7) Initiating a Speech Therapy Pro-gram; (8) Group Consultations with Non-Teaching Personnel; (9) A Workshop on Relationship Building for School Administrators (an unsuccessful attempt to deal with emotional problems related to desegregation); (10) Evolu-tion of a Mental Health School System Relationship (from contact to contractual relationship).

ED 118 314 RC 008 989 And Others

Hollister, William G. Experiences in Rural Mental Health. VII: Promoting Self-Help with Educational Programs.
North Carolina Univ., Chapel Hill. School of

Pub Date 73

Note-48p.; Volume VII in a series of 9; For re-lated documents, see RC 008 983-988, 990,

Available from-William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—Affective Objectives, Alcoholism,
Clergymen, Cognitive Objectives, Drug Abuse, *Educational Programs, Family Life Education, Feasibility Studies, Information Utilization, reasibility Studies, Information Utilization,
"Mental Health Programs, Personality Development, "Program Guides, "Rural Population,
"Self Help Programs, Sensitivity Training
Identifiers—"North Carolina, North Carolina
(Franklin County), North Carolina (Vance

Based on a North Carolina feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with promoting self-help via educational programs in Vance and Franklin counties. Emphasizing both constitutions and the countries and the countries are sent to the countries and the countries are sent to the co ing both cognitive and affective experiences, this booklet details the following program activities: (1) Mental Health Information Programs (empathy-building mental health information and "resource use" education: developing a rural "resource use" education; developing a rural mental health association, a controversial approach; escalating the impact of films); (2) Personal Growth and Personality Development Education (family life education, a bridge to churches; parent education in children's emotional health via the Parent Teacher Association; strengthening the ministerial family by helping ministers and their wives and ministers' wives alone; institute on family life and marriage counaione; institute on family lite and marriage coun-seling); (3) Education Programs for Dealing with Normal Problems of Living (drug abuse educa-tion, a behavior education approach; education for family planning and sexual behavior; weight watchers; alcoholism education task force; parents without partners); (4) Training Leaders and Helpers (learning experiences to increase competence in other agencies and create a cadre of informed, sensitized volunteers). (JC)

Hollister, William G. And Others Experiences in Rural Mental Health. VIII: Programming and Administrative Problems.

North Carolina Univ., Chapel Hill. School of

Note—63p.; Volume VIII in a series of 9; For re-lated documents, see RC 008 983-989, 991 Available from-William G. Hollister, M.D., Divi-

valiable from—windin O. Hollster, w. J. J. J. Solor Ston of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; addi-

(\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—"Administrative Organization, Budgets, Community Cooperation, Interagency Cooperation, Leadership, Mental Health Clinics, "Mental Health Programs, Minority Groups, Policy Formation, "Problems, "Program Guides, "Rural Population, Staff Role, State Programs, Status

State Programs, Status
Identifiers—*North Carolina, North Carolina
(Franklin County), North Carolina (Vance

County)

on a North Carolina Feasibility study (1967-73) which focused on development of a (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with programming and administrative problems in Vance and Franklin counties. Describing those problems believed to be most likely to occur in rural areas, this booklet details the following: (1) Problems Arising from the Community Organiza-tion Approach (evocative vs. benevolent policy; professionals' desire to unload their responsibilities); (2) Problems in Serving a Rural Population

(reaching the rural poor; influence of stigma and social visibility: transportation; improving services to minority groups via human relations councils; (3) Problems of Operating a Limited Clinical Program; (4) Internal Administrative Problems (using a staff of commuting professionals and outside resource people; learnings re administra-tive time; communication; leadership; divisive social and professional pressures affecting staff cohesion; staff status differences; budgeting and finance); (5) External Relationship Problems (local medical practitioners; physician clearance and referral of admissions; using a local hospital for local inpatient care, a case history of failure; binds between State and local rural programs; using university students). (JC)

RC 008 991

Miller, Francis T. And Others Experiences in Rural Mental Health. IX: Measuring and Monitoring Stress in Communities. North Carolina Univ., Chapel Hill. School of

Note—23p.; Volume IX in a series of 9; For re-lated documents, see RC 008 983-990

Available from-William G. Hollister, M.D., Divivaliable from—winain C., Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (51.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—Community Attitudes, Feasibility Studies, Individual Needs, Information Seeking, Information Utilization, *Measurement Instru-Information (initiation), information (initiation), information (initiation), information, infor Surveys

Identifiers—*North Carolina, North Carolina (Franklin County), North Carolina (Vance

Based on a North Carolina feasibility study (1967-73) which focused on development of a (1967-13) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with measuring and monitoring stress in the community. Emphasizing the "proactive" efforts developed in a stress model for Vance and Franklin counties, this booklet details the following: (1) Frame of Reference (the events, life conditions or variations, which impinge upon the individual and the individual's response at personal, family, and community levels); (2) Monitoring Public Events (use of newspaper headlines to develop a survey instrument to measure stress and use of a panel of local people to report and evaluate local stressful events); (3) Approaches to Developing Community Stress Indices (survey of helping resources; single variables; multiple variables); (4) Monitoring Private Events: In-dividual Perceptions and Responses to Stress (selection of the Schedule of Recent Experiences instrument; instrument standardization on a rural population; testing of instrument relevance to emotional disorder with State mental hospital pa-tients, psychiatric outpatients, and medical outpatients); (5) School Area Analysis: A Sociodemographic Statistical Tool; (6) Applications (instruments and procedures; uses of the information system, barriers to utilization, learnings). (JC)

ED 118 317 RC 008 992 Student Handbook--Haskell Indian Junior College, Lawrence, Kansas.

Haskell Indian Junior Coll., Lawrence, Kans. Pub Date [73]

Note—82p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage EDRS Price MF-30.83 HC-\$4.67 Plus Postage
Descriptors—*American Indians, Degree
Requirements, Financial Support, *Guides, History, Housing, *Junior Colleges, Photographs,
School Recreational Programs, *School Services, *Student College Relationship, Student
Government, Student Responsibility, Student

Identifiers-*Haskell Indian Junior College, Kan-

sas (Lawrence)

Designed for prospective and in-coming American Indian students, this handbook on Haskell Indian Junior College presents information relative to the following: (1) School Calender; (2) Office Directory; (3) History and Traditions (school hymn and song, historical development, and statement of school philosophy), (4) Academic Life (degree programs, vocational programs, what it means to be a college student, grams, what it means to be a college student, academic honors, credit and grading system, academic procedures, and the Haskell Library); (5) Living at Haskell (campus housing, dormitory directory, suggested annual budgets for students, off campus housing, child care center, and student dining facilities); (6) Student Lifeat Haskell ctudent activities, student senate, campus activity board, school newspaper and yearbook, HIJC bookstore, student bank, Haskell Indian Club, and religious affairs); (7) Haskell's Helping Serand rengious artains; (7) riaskell's Helping Services (counseling, testing, legal aid, campus security program, financial aid program, health services, and dental program); (8) Student Rights (stipulations, definitions, and procedural due process); (9) Student Responsibilities (student responsibility, audelity, audelities ettedate conduct c responsibility guidelines, student conduct code, automobiles, and campus car ownership): (10) Appendices (information about the community and the University of Kansas and the 1973 Haskell football, basketball, and track schedules). (JC)

The Navajo Culture Center: Purpose and Plans. A Shrine and Living Symbol for the Navajo Na-tion to Be Located at Navajo Community College, Tsaile, Arizona.

Navajo Community Coll., Tsaile, Ariz.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Accreditation (Institutions), Adult Education, *American Indians, *College Cur-Education, *American Indians, *Conege Co.
riculum, *Community Colleges, Construction
Technology Construction
Technology Construction
Technology Construction
Technology Construction
Technology Conege
Technology Ticulum, "Community Colleges, Construction
Costs, Cultural Awareness, Educational Objectives, Educational Philosophy, Enrollment,
Libraries, Photographs, "Program Descriptions,
"School Construction, School Services"

Identifiers-Arizona (Tsaile), *Navajo Communi-

ty College, Navajo Culture Center Presenting its past, present, and future expecta-tions, the Navajo Junior College anc the forthcoming Navajo Culture Center are described in detail in this publication. College information relative to the following is presented: (1) History and Origin; (2) Philosophy; (3) Objectives; (4) Purpose of the Navajo College (to serve the Navajo Reservation); (5) Navajo Compunity. Navajo Reservation); (5) Navajo Community College Bill (Public Law 92-189); (6) Enrollment Conege Bill (Public Law 92-189), (6) Emoliment Information (on-campus, off-campus, total); (7) Employee Personnel Data (total employment, clerical, other classified, professional, instructors, by race); (8) Curriculum and Instruction (Navajo Studies Program, Associate of Arts Degree Program, and Vocational-Technical Program); (9) gram, and Vocational-Technical Program); (9)
Navajo Adult Basic Education. (10) Community
Agriculture Education; (11) Career Opportunities Agriculture Education; (11) Career Opportunities Program; (12) Pre-College Education; (13) Student Personnel Services; (14) Community Services; (15) Accreditation; (16) Current Construction Information; (17) Preferential Hiring of Navajos in Construction (financing charts). Also presented is the following information relative to the Navajo Culture Center at the Navajo Community College: (1) Identification of Need and Significance; (2) Functions of the Center (a place for Navajo Studies' courses and resources to further Navajo self-image); (3) Drawings of Cam-pus Master Plan with the center; (4) Preliminary Cost Estimate. (JC)

Migrant Family Housing Centers. Annual Operational Summary, January-December 1974.
California State Dept. of Employment Development, Sacramento. Migrant Services Section.
Pub Date Feb 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Age, Ethnic Groups, *Family (Sociological Unit), *Family Characteristics, Females, Income, Males, *Migrant Housing, *Migrant Workers, *Tables (Data)
Identifiers—*California

Covering January through December 1974, this report presents tabular data on the migrant families occupying California's 26 migrant family housing centers. Given by center, the tabular data pertain to: (1) migrant housing center occupancy; (2) family size by center and by annual income; (3) age of family members; (4) age of male and female family members; (5) annual income; (6) years of school completed by persons 18 years and over; (7) ethnic background; (8) number of families by length of stay, total days, and average stay; (9) family home base; and (10) operation and peak occupancy dates. Data indicate that (1) between January and December 1974, 2,799 families occupied the migrant housing centers; (2) the average number of children per family was 2.4; (3) the average family size was 5.3; (4) 26.8 percent were between 6 and 15 years of age and 26.7 percent were between 22 and 44 years of age; (5) 71.4 percent had completed between 1 and 7 years of school; (6) 75.9 percent were of Mexican background; and (7) the average length of stay was 144 days. (NQ)

RC 008 995 ED 118 320 Migrant Family Housing Centers. Annual Opera-tional Summary, January-December 1975. California State Dept. of Employment Develop-ment, Sacramento. Migrant Services Section. Pub Date Feb 76

Note-15p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

DESCRIPTION OF THE POLS HU-51.67 Plus Postage Descriptors—Academic Achievement, Age, Ethnic Groups, *Family (Sociological Unit), *Family Characteristics, Females, Income, Males, *Migrant Housing, *Migrant Workers, *Tables (Data) Identifiers-*California

Covering January through December 1975, this report presents tabular data on the migrant families occupying California's 26 migrant family housing centers. Given by center, the tabular data pertain to: (1) migrant housing center occupancy; family size by center and by annual income;
 age of family members;
 age of male and family members; (5) annual income; (6) school years completed by persons 18 years and over; (7) ethnic background; (8) number of families by length of stay, total days, and average stay; (9) family home base; and (10) operation and peak occupancy dates. Data indicate that (1) between January and December 1975, 2,577 families occupied the migrant housing centers; (2) the mean number of children per family was 2.6 while the mean number of adults per family was 3.0; (3) average family size was 5.2; (4) 26.4 percent were between 6 and 15 years of age and 26.6 percent were between 22 and 44 years of 26.6 percent were between 22 and 44 years of age; (5) 67.7 percent had completed between 1 and 7 years of school; (6) 78.3 percent were of Mexican background; and (7) the average length of stay was 122 days. (NQ)

RC 008 996 Farmworkers in Rural America, 1971-72: Part 1, Farmworkers in Rural Poverty. Hearings Before Farmworkers in Rural roverty. Hearings before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92nd Congress, 1st and 2d Sessions, July 22; September 21, and 22,

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare. Pub Date 72

Note—291p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Available from EDRS.

Descriptors—*Agribusiness,
Laborers, *Economic Disadvantagement, Farmers, *Government Role, *Migrant Workers,
*Rural Farm Residents, Seasonal Laborers, Socioeconomic Influences On July 22, 1971, the subcommittee initiated

the hearings, noting that "the problems of the most severely disadvantaged people in rural America--migrant and seasonal farmworkers--cannot be described, much less solved, unless ex-amined in the light of the larger difficulty in amined in the light of the larger difficulty in agricultural America-rural poverty." Questions set forth at this hearing included: (11) To what extent did rural poverty exist-and why did it persist? (2) What had the mechanization of farming done to, or for, the social and economic fabric of rural America? (3) Had small farmers and farming the whole of parid othersers in the whole of parid othersers in the whole of parid othersers. workers, in the wake of rapid changes in Amer-ican agriculture, been effectively shut off from the benefits and safeguards which werkers in other industries enjoyed? (4) Had the advent of 'agribusiness" (the rise of corporations and conglomerates as agricultural powers) helped to al-leviate or aggravate rural poverty? (5|Was 'agrigovernment" (characterized by massive supagrigoretiment (characterized by massive sup-port programs for agribusiness) meeting its responsibility to all the people and institutions in rural America? and (6) What were the common interests of small farmers and farmworkers in the face of political and economic forces which controlled their lives, sometimes making them vic-tims of poverty, but which lay beyond their con-trol? On September 21 and 22, the economic alternatives remaining in rural America were ex-

ED 118 322 RC 008 997 ED 118 522 RC 008 997
Farmworkers in Rural America, 1971-1972: Part
2, Who Owns the Land? Hearings Before the
Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United
States Senate, 92nd Congress, 1st and 2d Sessions Noumber 5 1976. sions, November 5,1971.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Note—372p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors—*Agribusiness. Laborers, Agricultural Trends, Economic Disadvantagement, *Economic Factors, History, *Land Use, Migrant Workers, *Rural Areas,

Rural Development, Rural Farm Residents
On November 5, 1971, the subcommittee
heard testimony on the: (1) history of land ownership in rural America, (2) extent of corporate and conglomerate involvement in rural America and the resulting economic con-sequences, and (3) impact of the large vertically ano horizontally integrated corporations and conglomerates on the well-being of rural America. Witnesses included the U.S. Senator from Wisconsin, a history professor from the University of Kansas, the director of the National Farmers Organization's Washington staff, the assistant director of the National Farmers Union's Legislative Service, and a professor from the Depart-ment of Agricultural and Applied Economics at the University of Minnesota. Additional informa-tion included such articles and reports as: (1) "-Sixteen Major Questions To Be Considered by the Subcommittee on Monopoly of the Senate Select Committee on Small Business"; (2) "Final Select Committee on Small Business; (2) "Final Summary Report, The Pennsylvania Panel on Rural Poverty"; (3) "Impact of Corporate Farming on Small Business" (the Senate Select Committee on Small Business' report); (4) "Questions and Answers on Environmental Pollution Related Institute Professional Confession (5). and Answers on Environmental Pollution Related to Livestock Production"; (5) an excerpt from the Session Laws of the State of Minnesota; (6) "The Corporate Invasion of American Agriculture" (by the National Farmers Union's public relations director); ard (7) "U.S. Policy Handcuffs Small Farmers." (NQ)

Farmworkers in Rural America, 1971-1972: Part 3A, Land Ownership, Use, and Distribution. Hearings Before the Subcommittee on Migrato-ry Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 1st and 2d Sessions, January 11, 1972, San Francisco, Calif.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare. Pub Date 11 Jan 72

-517p.; Pages 706-724 will not copy well. Not available in haro copy due to marginal legibility of original document

EDRS Price MF-\$1.00 Plus Postage. HC Not

Available from EDRS.

Descriptors-*Agribusiness, Agricultural Laborers, Agricultural Trends, *Economic Fac-Landorers, Agricultural Frenus, *Economic Fac-tors, Landlords, *Land Use, Migrant Workers, Migration, *Power Structure, *Rural Areas, Rural Farm Residents, Socioeconomic Influences, Urban Immigration

Identifiers-*California

On January 11, 1972, the subcommittee heard further testimony on land ownership, use, and distribution in rural America. Witnesses gave testimony on: (1) Land ownership in California and the Nation; (2) the difficulties encountered in finding out who owns the land; (3) the implications of the continuing trend toward ever-higher concentration of land and economic and political Power in agriculture; (4) current developments in California agriculture from an historical perspective and their impact on farmworkers, farmers, and others affected by it; (5) the extent to which government policies and programs were meeting and serving the needs of all people in rural American; (6) the ecological and environmental implications of present and projected land ownership and use patterns; (7) ruralurban migration: and (8) the Federal tax laws pertaining to agriculture and migratory labor. Among the witnesses were attorneys, journalists, and representatives from the Agribusiness Accountability Project, the Bank of America in San Francisco, the Rand Corporation, and the Francisco, the Rand C California AFL-CIO. (NQ)

ED 118 324 RC 008 999
Farmworkers in Rural America, 1971-1972: Part
3B, Land Ownership, Use, and Distribution.
Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public
Welfare, United States Senate, 92d Congress,
1st and 2d Sessions, January 12, 1972, Fresno,
Calif.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare. Pub Date 12 Jan 72

Note-433p.; Not available in hard copy due to marginal legibility of original document. Some

pages may not reproduce well EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Agribusiness, *Change Strategies,
Court Litigation, *Economic Factors, Farmers, Legal Problems, Legislation, Life Style, *Migrant Workers, Public Opinion, Rural Development, *Rural Farm Residents

Identifiers—*California, Quality of Life
On January 12, 1972, the Subcommittee
resumed its hearings on the impact of agribusiness and agrigovernment on the welfare of the family farmer, the farm worker, and the rural community. Witnesses testified on such topics as: (1) problems of rural poverty; (2l some of the court litigation taking place in Fresno County; (3) the syndication of farmlands by conglomerates; (4) the quality of rural life, with parglomerates; (4) the quanty or tural life, wan particular emphasis on public policy and current developments related to the size and control of farm operations; (5) happenings in the area af-fected by the new water supply from the San Luis project; (6) the effect of marketing orders; (7) the California Land Conservation Act of 1965 (Williamson Act); (8) the economic development for campesinos; (9) the potential for a coopera-tive movement in rural California; and (10) strategies for change as seen by concerned per-sons in the public and private sector. Among the witnesses were: farmers, attorneys, real estate brokers, economists, journalists, community workers, and representatives from the National Farmers Organization, the California State Grange, and the Greater California Education Project. and the Greater Cainfornia Education Project.
Additional information included: "California Migrant Services, 7-year Summary"; "Almond Growers Get Tax (Break?) Under New Depreciation Rules"; and "Land Buyers Need Protection" (an editorial from the Land Owners Journal, June 1971) (1971) 1971). (NQ)

Farmworkers in Rural America, 1971-1972: Part 3C, Land Ownership, Use, and Distribution. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 1st and 2d Sessions, January 13, 1972 San Francisco, Calif.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare. Pub Date 13 Jan 72

Note-518p.; Not available in hard copy due to

marginal legibility of original document. Pages 2,060-2,073 may not reproduce well EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Available from EDRS.
escriptors—Agency Role, *Agribusiness,
Agricultural Laborers, Change Strategies,
*Consumer Economics, Cooperatives,
Economic Factors, Farmers, Government Role,
*Land Use, Legislation, *Migrant Workers,
Rural Development, *Rural Farm Residents, Descriptors-Agency Socioeconomic Influences

Identifiers-*California

MI

On January 13, 1972, the subcommittee resumed its hearings on land ownership, agribusiness, and agrigovernment in California. Witnesses testified on: (1) the impact of land use, ownership, and distribution on farmworkers, farmers, and consumers; (2) the national policy of land ownership and distribution; (3) California's water project and reclamation program; (4) the role of unions and legislation in relation to migrant workers; (5) farm credit and financing: (6) the role of Sunkist Growers as a grower-owned cooperative in the chain of events occurring in the marketing of all varieties of citrus from California and Arizona; (7) the history, oPerations, and problems of the California Canners and Growers; (8) the role of Central Coast Counties Develop-(6) the role of central coast Counties Develop-ment Corporation in establishing the Co-operativa Campesina, a strawberry cooperative; (9) general problem areas affecting the rural poor, particularly the migrant laborer and his family; (10) the policies and efforts (administranamily; (10) the policies and efforts (administra-tive and bureaucratic) of Federal agencies responsible for providing rural programs; (11) economic development needs in rural areas; (12) the reform of national policies; and (13) problems of rural America and possible strategies for change. Among the witnesses were represenfor change. Among the witnesses were representatives from the United Farm Workers Organizing Committee, California Farmer-Consumer Information Committee, and U.S. Bureau of Reclamation. (NO)

ED 118 326 RC 009 001 Farmworkers in Rural America, 1971-1972: Part 4A, The Role of Land-Grant Colleges. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare. United States Senate, 92d Congress, 1st and 2d

Sessions, June 19, 1972.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 19 Jun 72

Note-397p.; Not available in hard copy due to marginal legibility of original document. Pages 2,270-2,281 anc 2,321 may not reproduce well EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

secriptors—Agribusiness, *Agricultural Col-leges, Consumer Economics, Economic Fac-tors, *Land Grant Universities, Migrant Wor-Descriptors-Agribusiness, kers, *Negro Colleges, Resource Allocations, Rural Economics, *Rural Extension, Rural Farm Residents, *School Role

On June 19, 1972, the subcommittee heard On June 19, 1972, the subcommittee nearu testimony on land-grant colleges and their role in rural America. The hearing's purpose was to determine whether this system of education, research, and extension is working for or against the cause--livable communities in rural America. Among the cardid questions asked about the Among the candid questions asked about the land-grant college system were: (1) Who benefits iand-grant college system were: (1) who benefits from the land-grant college efforts? (2) Have the land-grant college sconspired, wittingly or unwittingly in the displacement and improverishment of farmworkers? (3) Have these colleges lived up to their historic mission in rural America to serve all the needle of the Nation? and ica-to serve all the people of the Nation? and (4) Since 1% of all land-grant college money goes to the 17 colleges which are predominately black, what steps must be taken to eliminate racial dis-crimination where it exists in the system? Witnesses gave testimony on: the land-grant college complex and what it has done for family farmers, farmworkers, cooperatives, and the majority of other rural Americans; agricultural research per-taining to rural development and the needs of rural people in Pennsylvania; the land-grant college and the consumer; the creation and difficul-ties of black land-grant colleges; the legal environment in which the allocations of funds have been made to black land-grant colleges; and the land-grant college and organic gardening and farming. (NQ)

ED 118 327 Farmworkers in Rural America, 1971-1972: Part 4B, The Role of Land-Grant Colleges, Hearings 4B, 1ne Rote of Land-Grant Coneges. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92nd Congress, 1st and 2d Sessions, June 20, 1972.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 20, Jun 72

Pub Date 20 Jun 72

Note-532p.; Not available in hard copy due to marginal legibility of original document. Some

pages may not reproduce well EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—Agribusiness, Agricultural Colleges,

*Experiment Stations, Federal Programs,
Government Role, *Land Grant Universities,
Legislation, Migrant Workers, *Negro Colleges,
Rural Economics, *Rural Extension, *School Role, Technology Identifiers—Florida

On June 20, 1972, the subcommittee resumed its hearings on the role of land-grant colleges in

rural America. Witnesses testified on: (1) programs of the U.S. Department of Agriculture and the land-grant colleges; (2) the agricultural experiment stations in Florida; (3) the land-grant college and agricultural technology; (4) the future role of black land-grant colleges; (5) the current beneficiaries of the research and other effective procedures of the research and other effective procedures. forts of land-grant colleges; (6) mechanisms needed to make the land-grant college system ac-countable to the public interest; and (7) the status of land-grant college research and exten-sion. Among the witnesses were: the U.S. Secretary of Agriculture, a U.S. Senator from Florida, the vice president for agricultural affairs and a professor of wildlife ecology at the University of Flordia, and representatives from the National Association of State Universities and Land-Grant Colleges. The hearing also included statements from the presidents of the National Farmers Union, the American Farm Bureau Federation, and the National Farmers Organization. (NQ)

ED 118 328 RC 009 003 Farmworkers in Rural America, 1971-1972: Part 5A, Appendix. Hearings Before the Subcommit-tee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 1st and 2d Sessions.
Congress of the U.S., Washington, D.C. Senate

Committee on Labor and Public Welfare.

Pub Date 72

Note-506p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Accountability, *Agribusiness, *Community Influence, Economics, Life Style, Policy, Power Structure, *Research Needs, *Rural Economics, *Rural Farm Residents, Socioeconomic Influences

Identifiers—Quality of Life: California

During the hearings of the Subcommittee on Migratory Labor, various statements prepared for the Subcommittee on Monopoly of the Senate Select Committee on Small Business hearing on the role of giant corporations in the American and world economies were included. This appendix includes some of those statements. The statements given cover: (1) corporate secrecy and agribusiness; (2) research into the effects of corporate farming on the quality of rural community life; (3) the problem of the relationship between large-scale and corporate firms in agriculture and large-scale and corporate firms in agriculture and the rural community including the persons employed in agriculture; (4) needed research into the effects of large-scale farm and business firms on rural America; and (5) corporate accountability and the family farm. The appendix also ircludes the following entitles and explications: (1) bility and the family farm. The appendix also ircludes the following articles and publications: (1). A Profile of California Agribusiness," (2) "Arvin and Dinuba Revisited: A New Look at Community Structure and the effects of Scale of Farm OPerations," (3) "Corporations Having Agricultural Operations," (4) "Economies of Size it Farming," (5) "Our 31,000 Largest Farms," and (6) "Who Will Control U.S. Agriculture? Policies Affecting the Organizational Structure of U.S. Agriculture." (NQ)

ED 118 329 Farmworkers in Rural America, 1971-1972: Part 5B, Appendix. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate,

92d Congress, 1st and 2d Sessions.

Congress of the U.S., Washington, D.C. Senate
Committee on Labor and Public Welfare.

Pub Date 72

Note-491p.; Not available from EDRS due to large amount of copyrighted materials con-tained in original document

Available from—ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan) Document Not Available from EDRS

Document Not Avainate tron EDRS
Descriptors—*Agribusiness, Bibliographies, Consumer Economics, Federal Programs, Land Settlement, Land Use, *Migrant Workers, Productivity, *Rural Economics, *Rural Farm Residents, *Socioeconomic Influences, Tax Allogents

Identifiers-California

This appendix consists of articles and publica-tions included in the subcommittee's hearings on farmworkers in rural America. Among these are: (1) excerpts from "The People Left Behind"; (2) "A Bountiful Tax Harvest" (reprint from the "-Texas Law Review", December 1969); (3) "-

Farm Losses Under the Tax Reform Act of 1969: Keepin' 'em Happy Down on the Farm''; (4) "-Damming the West" (the Nader task force report on the Bureau of Reclamation); (5) "Power and Land in California" (the Nader task force report on land use in California); (6) "The Research Subsidy" (includes selected material from "Dirt on California, Agribusiness, the University"); (7) "Efficiency and Agriculture"; (8) "Origins and Growth of Migratory Seasonal Labor in Agricul-ture"; (9) "What Shall We Do With Them?" (address before the Commonwealth Club of California, April 1938); (10) "The Migrants and California's Future: The Trek to California and the Trek in California' (address before the Commonwealth Club of California'). monwealth Club of California, 1935); (11) "Social Problems of Agriculture in Wartime" (paper presented at the Western Farm Economics Association's meeting, June 1943); (12) "The Pat-tern of Early Land Settlement and Use through 1870" (from the LaFollette Committee report); (13) "Trade Perspectives for Industry, Agriculture, and Labor"; and (14) "Internal Migration in the United States: A Bibliography, 1955 to 1971." (NQ)

ED 118 330 RC 009 005 Rodriguez del Pino, Salvador, Ed. And Others

Proceedings of the National Exploratory Con-ference on Chicano Sociolinguistics (Las Cruces, New Mexico, November 6-8, 1974). National Council for Chicano Sociolinguistic

Research.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (D-HEW), Washington, D.C. Pub Date Feb 76

Note-284p.; Occasional light print

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-033, \$8.00) EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors-Attitudes, *Bilingual Education, Community Influence, Conference Reports, Guidelines, Language Instruction, *Language Research, *Linguistic Theory, Material Development, *Mexican Americans, *Sociolin-Material

guistics, Spanish Identifiers—Chicanos

Purpose of the conference was to develop a set of priorities for sociolinguistic research on the Chicano community over the next 3 to 5 years. The conference was designed to develop guidelines for such research. Workshops dealt with specific areas of sociolinguistic theory, applied sociolinguistics, and sociolinguistic research policy guidelines. Topics covered were: (1) language varieties and attitudes toward language, (2) sociolinguistics and bilingual education, (3) Spanish language instruction for Chicanos, (4) language creativity in the Chicano community, language creativity in the Cheano community, (5) language policies and the Chicano community, (6) publication and dissemination of Chicano language materials, and (7) guidelines for sociolinguistic research. After the workshops, a plenary session was held to present workshop and capabilities to the group as a summaries and resolutions to the group as a whole. Prepared from transcriptions of recorded sessions and from notes taken at the workshop sessions, this report includes a summary of the sessions, this report includes a summary of the workshop discussion and recommendations, a brief analysis of the workshop proceedings, a presentation of the final plenary session, and a list of participants. The proceedings appear in both English and Spanish in order to reproduce the actual linguistic setting of the workshops. Where the workshop was conducted primarily Spanish, a short summary in English is provided. (NO)

ED 118 331 RC 009 006

Austin, Keith, Comp. And Others Land-Use Symposium Proceedings: Privately Owned Rural Lands and Land-Use Planning (7th, Albuquerque, New Mexico, October 15-16,

New Mexico State Univ., Las Cruces. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C. Pub Date Jan 76

Note-101p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—*Decision Making, Economic Fac-tors, Energy, Environmental Influences, *Federal Government, Food, Futures (of Society), Global Approach, *Land Use, Local Government, *Planning, *Rural Areas, Social Influences, Speeches, State Government, Sym-

Identifiers-*New Mexico, Private Lands

Identitiers—"New Mexico, Private Lands
This report includes 14 speeches by State and
Local representatives relative to the control of
land use and land use planning. The speeches are:

(1) "The Status of Privately Owned Rural Land
in New Mexico" (a statement regarding the confusing status of current statistics); (2) "Keynote
Address" (emphasis on local control); (3) "What
Are the Pore and Cose of Planning for Privately Are the Pros and Cons of Planning for Privately Owned Lands" (two speeches, one emphasizing the role of the planning implementors and the other emphasizing the negative aspects of Federal control); (4) "Land Use Planning Needed to Meet Long Range Food and Fiber Needs"(a global approach emphasizing American responsi-bility); (5) "State Laws Affecting Land Use Planning" (a review); (6) "An Assessment of Some Advantages and Disadvantages of Current Techniques in Land Use Planning and Control" (zoning and publishing control; early response Techniques in Land Use Planning and Control' czoning and subdivision control; growth management and development timing; etc.); (8) "Economic Implications of Land Use Planning for Privately Owned Rural; Lands"; (9) "Response: Social and Environment Implications"; (10) "For the Best Interest of New Mexico, Who Should be Involved in the Decision Making about the Changing Uses of Privately Owned Rural Lands" (three different speakers); (11) "How Should New Mexico Plan for the Privately Owned Lands" (a panel presentation). (JC)

ED 118 332 RC 009 007 Johnson, Elyot W.

Perception of Change in Rural Communities. A Research Project in Rural Education, 1973-

California State Univ., Chico. School of Educa-tion.; Phi Delta Kappa, Bloomington, Ind.

Note-61p.

Note—61p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Adults, *Attitudes, Comparative
Analysis, Demography, *Educational Change,
Futures (of Society), High School Students, Industrialization, Perception, *Rural Population,
*Rural Urban Differences, *Social Change, Social Values, Technological Advancement
Identifiers—*California (North), Quality of Life
Perceptions of social change, in American

Perceptions of social change in American society and education were examined via an attitude survey (22 demographic questions and 73 opinion statements) administered to the entire population of 5 Northern California rural high schools (n=1,288); all English classes in 2 Sacramento schools (n=1,384); and rural adults (n=258). Structured interviews were given to a cross section of students and adults (categories defined by the interviewers and selection made by school administrators). Among the items examined were: (1) Impact of Change (pace, quality, and pscyhological impact; traditional values; science and technology; family life); (2) City/Country Contrasts (freedom from serious social problems; the cautious approach; youth op-portunities); (3) Change in American Education portunities); (3) Change in American Education (pace; leadership; contrioversial issues; facilities; curriculum; teaching methods; lifelong learning). Results indicated: (1) the pace of change is perceived as damaging to traditional American values, particularly among rural adults; (2) there is widespread fear that city migrants and recreational or corporate developments will destroy cural life; (3) there is uncertainty and disagreerural life; (3) there is uncertainty and disagree ment about the proper role of the schools in the future; (4) pride, resentment, uncertainty, anger, fear, and hope all seem to characterize rural at-titudes about a changing society. (JCl

ED 118 333 Migrant Children's Nutrition, 1972: Migrant Chil-Migrant Children's Nutrition, 1972: Migrant Children's Food Program Failures. Joint Hearing before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare and the Select Committee on Nutrition and Human Needs, United States Senate, 92d Congress, 2d Session, May 1, 1972.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Committee on Labor and Public Welfare. Pub Date 1 May 72 Note—300p.; Not available in hard copy due to

marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Early Childhood, *Family Programs, Federal Legislation, *Federal Programs, Food Service, Health Programs, Infants, Lunch Pro-grams, *Migrant Children, *Migrant Workers, *Nutrition, Program Administration The Subcommittee met to examine the at-

The Subcommittee met to examine the at-titudes and the administration's response to the hunger and the malnutrition of farmworker chilnunger and the manutrition of tarmworker children. Some questions asked were: (1) What programs had been developed to meet the food and nutritional needs of farmworker families? (2) Were they properly administered? If not, why not? (3) Were there sufficient funds available? and (4) Was the Nation's commitment to the food and nutritional needs of children being met food and nutritional needs of children being met and if not, why not? On May 1, 1972, the Sub-committee heard testimony from a former food program specialist with the Department of Agriculture, Child Nutrition Division on the operations of child nutrition programs intended to benefit migrant farmworker children. Suppleto benefit migrant tarmworker children. Supplie-mental information presented during the hearing consisted of internal memorandums, letters, requests from States and reports. Among the top-ics covered were: (1) programs authorized to provide food assistance for migrant children; (2) food stamp program regulations and supplemental material; (3) family assistance and the migrant-an analysis of the 1970 Family Assistance Act to determine its effectiveness in serving the migrantan analysis of the 1970 ramily Assistance Act to determine its effectiveness in serving the migrant population and to recommend legislative changes and regulation language; and (4) migrants and their problems with the Federal Food Assistance programs. (NQ)

ED 118 334 RC 009 009 Health Services for Domestic Agricultural Wor-kers, 1972: S. 3762 -- To Extend the Program for Health Services for Domestic Agricultural Migrant Workers. Joint Hearing before the Subcommittee on Health and the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Concrete 2d Service August 1, 1972

Congress, 2d Session, August 1, 1972.
Congress of the U.S., Washington, D.C. Senate
Committee on Labor and Public Welfare.

Pub Date 1 Aug 72 Note—242p.; Not available in hard copy due to

marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—Megicultural Laborers, Delivery
Systems, *Federal Legislation, Federal Programs, Health Needs, Medical Services,
*Migrant Health Services, *Migrant Workers, *Program Budgeting, *Resource Allocations, Rural Population

On August 1, 1972, the Subcommittee heard testimony on bill S. 3762 which would extend the program for health services for domestic agricultural migrant workers. The bill would exter migrant health program for 5 years, with \$100 million authorized for fiscal year 1973 and a \$25 million increase for each of the following years. 3762 represented a first attempt to bring the 5. 3/02 represented a first attempt to oring the funding level for migrant health care services into some appropriate relationship to the documented level of need. Among the witnesses were the Assistant Secretary for Health and Scientific Affairs and representatives from the Community Health Services the Highes Services Cathelia. Health Service, the Hidalgo-Starr Catholic Chari-ties (San Juan, Texas), the Texas Rural Legal Aid, the Orange Cove (California) Clinica de Salubridad, the Clinica de Salubridad de Cam-Pesinos, the Yakima Valley Clinic (Grandview, Washington), and the Mirgrant Legal Action Program, Inc. (Washington, D.C.). Additional inforgram, inc. (Wasnington, D.C.). Additional intor-mation included: (1) suggested amendments to the Medicare-Medicaid Programs to extend migrant workers coverage, (2) summary of nutri-tional problems in the Lower Rio Grande Valley, and (3) bilingual staff by project and region. (NO)

ED 118 335 RC 009 010 ED 118 335

RC 009 010

Menominee Restoration Act: H.R. 7421-To
Repeal the Act Terminating Federal Supervision
Over the Property and Members of the
Menominee Tribe of Wisconsin as a Federally
Recognized, Sovereign Indian Tribe; and to
Restore to the Menominee Tribe of Wisconsin
Those Federal Services Furnished to American Indians Because of Their Status as American In-dians; and for Other Purposes. Hearings Be-fore..., 93d Congress, 1st Session.... Congress of the U.S., Washington, D.C. House

Committee on Interior and Insular Affairs.

Note—403p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, Demography, Economically Disadvantaged, *Federal Aid, *Federal Legislation, Legal Responsibility, *So-cial Services, *Status, Transportation, Tribes, Unemployment Identifiers-HR 7421, *Menominee Restoration

Act, Menominees, Wisconsin

Presenting reports, statements, letters, and additional information, these hearings of the Menominee Restoration Act (HR 7421) deal with restoration of Federal services to the Menominee tribe via repeal of the 83d Congress' (1953) ter-mination policy. Testimony includes statements from representatives of the: Federal Government, National Congress of American Indians; Menominee Tribe; Menominee County Highway Department, Drugs and Alcoholism Program, Housing Authority, and Council of Chiefs; Wisconsin Schools; and the like. Some of the additional information presented includes: (1) an employment analysis for December 1967-June 1973; (2) Lake Moshawquit Property Owners Association agreements; (3) Native American Rights Fund's Memorandum re Restoration Act; (4) Menominee County Community Action Program's Impact Study (table); (5) Menominee Enterprises' financial analysis-ratios for March 1973 and summary of forestry and mill operations for 1961-72; (6) profile chart for averages on the lowa Tests for basic skills; (7) Report 272 of the 87th Congress on lessening the impact of Federal services termination; (8) Bureau of Indian Affairs' report on termination (1965); (9) tables on: population and economic characteristics of tribes; county population and Wisconsin per capita taxa-ble income (1969); and travel distances from community to service center; (10) Wisconsin Assembly bills, amendments, and fiscal notes. (JC)

ED 118 336 95 Metcalfe, John A.

Adventure Programming. New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Mar 76

Contract-NIE-C-400-75-0025

Note-56p.

MΙ

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-036; \$3.00) EDRS Price MF-\$0.83 HC-\$3.50 Plus Posts

Descriptors—*Educational Objectives, Equipment, Evaluation Needs, Facility Requirements, inancial Support, Food, *Higher Education, Historical Reviews, Information Sources, *Out-door Education, Planning, *Program Descrip-

tions, *Program Development Identifiers—*Adventure Education

Summarizing the historical development of Adventure Education concepts and programs, this publication describes past and present programs publication describes past and present programs and presents suggestions relative to future programming. Specifically, the following are discussed: (1) Informal Education Programs (Outward Bound; the National Outdoor Leadership School; and other informal programs); (2)
Formal Education Programs (college leadership in adventure programs-Dartmouth, Brigham Young, and a list of higher education institutions currently offering adventure education programs); (3) Program Development (the ways and means of program justification and initiation); (4) Funding (quality planning, government grants, and community and business donations); (5) Equipment and Facilities (used, surplus, student owned, and hand made equipment and equipment cost effectiveness, maintenance, and safety); (6) Food (student involved decision making and the weight and cost factors); (7) Program Planning (site selection; group size; program length; ecological considerations: safety; staffing and cer-tification; human relations; technical skills; student and leader responsibilities): (8) Program Evaluation Needs (scientific vs value judgment evaluations; exemplary program evaluations; behavioral objectives); (9) Recommendations (standards; monitoring; testing and research; and information coordination). (JC) ED 118 337 RC 009 013 Buschman, Mel Thullen, Manfred

Evaluation of the Training Component of the Servicio National de Desarrollo de la Comunidad.

Michigan State Univ., East Lansing. Inst. for Community Development.

oons Agency—Agency for International Development (Dept. of State), Washington, Spons

Pub Date Jun 75

Note-67p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agency Role, *Community Development, Educational Assessment, *Finan-*Community cial Support, Program Evaluation, Rural Development, *Rural Population, Self Help Programs, Socioeconomic Influences, *Voca-

tional Education Identifiers-*Bolivia

Since 1970, the Servicio National de Desarrollo since 1970; the service National are Desarrono de la Comunidad (SNDC) has been in existence as an autonomous decentralized government agency. Its main effort has been to integrate Bolivia's 3.4 million rural inhabitants, the "campesinos," into the mainstream of national socioeconomic programs through self-help development projects at the community level. development projects at the community level.
Schools, clinics, roads, bridges, potable water
systems, sheep dips, livestock shelters, silos, and
irrigation projects have been the main areas of
concern. Local level workers trained in home
economics have helped form Mothers' Clubs, provided training in homemaking arts, artisan crafts, hygiene and sanitation, child care, and other activities. SNDC has provided veterinary and agricultural production promotion, and edu cation services for small farmers. In 1975, an evaluation was conducted to help the SNDC build upon its considerable past success and ex-pand its roles to meet new and changing demands for the development of rural campesino communities. This report presents: (1) a relatively objective description of conditions existing during May 1975 within the SNDC training com ponent; (2) an assessment of what was observed in relation to SNDC's past efforts and future projected roles; and (3) recommendations for strengthening and changing the training com-ponent in light of the new roles, responsibilities, and demands. (Author/NQ)

RC 009 014 Bi-lingual Bi-Cultural Program, Title VII, ESEA. Final Evaluation [San Luis Valley Schools, 1974-75]. San Luis Valley Board of Cooperative Services,

Alamosa, Colo. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education. Pub Date 75

-57p.; For related document, see ED 113

115; Occasional light print EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Academic Achievement, Biculturalism, *Bilingual Education, Community Involve-ment, Inservice Teacher Education, Language ment, inservice reacher Education, Language Development, Material Development, *Mex-ican Americans, *Non English Speaking, *Pri-mary Education, *Program Evaluation Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *San Luis Valley

Colorado Schools, Spanish Surnamed Primary objectives of the program were: (1) to meet the educational needs of those children who experience learning difficulties because of the in-ability to understand or speak the language of instruction, and (2) to maintain a sense the student's language and culture. During 1974-75, the program's 4th year of operation, there were 1,483 students enrolled in grades K-3. Of these 64 percent were Spanish surnamed, 35,8 percent were Anglo surnamed, and .20 percent were Japanese Americans. Student needs were met through the use of more individualized instruction, and more precise evaluation procedures for assessing student progress. Factors which in-fluenced and enhanced the student's learning styles were achieved through an extensive presentation of oral language development in both English and Spanish, music appreciation (both listening and oral exposition), ethnic dances, and art. The project staff consisted of a director, a materials specialist, 63 certified personnel, 49

paraprofessionals, 9 community representatives, a curriculum specialist, and an internal evaluator. Focusing mainly on the up-to-date process evaluation findings in each of the program's operational components, this report presents data obtained from in-service meetings, pupil progress reports, Test of Basic Experiences, workshop evaluation scale, supply inventory, material development and management. Findings indicated that most activities for the year were conducted effectively. (NQ)

ED 118 339 RC 009 015 Bott, Kristine Ann Bannasch, Donald Max
Discovery: Guidelines for Establishing an Outdoor
Education Program in Special Education, ESEA

Title III Project. Macomb County Intermediate School District, Mount Clemens, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date 75

Note-500p.; Overview of materials contained in manual presented via a sound filmstrip which can be operated manually, or if pulsed equipment is available, automatically

Available from-Macomb Intermediate School District Special Education, 44001 Garfield Road, Mt. Clemens, Michigan 48043 (\$35.00 per set--not sold separately)

Document Not Available from EDRS

Descriptors—Academic Education, Curriculum Guides, *Discovery Learning, Environmental Education, Exceptional Students, Filmstrips, Handicapped Students, Learning Activities, *Outdoor Education, *Resident Camp Programs, *Special Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project Discovery

Through Outdoor Education
Funded through the 1965 Elementary and
Secondary Education Act (ESEA) Title III, the Project began serving youngsters handicapped either physically, mentally, or emotionally, who qualified for special education services in the fall of 1971. Among its objectives were to: (1) im-prove these youngsters' achievement in reqular school subjects, their self-concepts, interpersonal relationships, and leisure skill; (2) train special education teachers to use the outdoors to provide learning opportunities to these youngsters; and (3) test an outdoor education model for improving the learning and lives of these children. manual and filmstrips were created to disseminate ideas which were collected and found successful during 3 years of operation. Divided into sections by tabs for easy reference, the manual suggests methods and procedures in the sequence necessamethods and procedures in the sequence necessary to set up and carry out an outdoor laboratory experience. Among the topics covered are: teacher in-service, preplanning, the outdoor laboratory site, schedules, insurance, transportation, first aid, camp rules, kitchen duties, equipment, math, science, social studies, language arts, music, physical education, arts and crafts, fire, hikes and scavenger hunts, rainy day activities, winter activities, evaluation, disability considerations, permission slips and health forms, counselors, and resource people. (NQ)

Counts, Philip H. Ahmed, Manzoor

Attacking Rural Poverty: How Nonformal Education Can Help. A Research Report for the
World Bank Prepared by the International
Council for Educational Development.

International Council for Educational Develop-

ment, Essex, Conn.

Spons Agency—International Bank for Reconstruction and Development, Washington, D.C.
Pub Date 74

Available from—Johns Hopkins University Press, Baltimore, Maryland 21218 (ISBN 0-8018-1601-7, \$3.95)

Document Not Available from EDRS

Descriptors—Agricultural Education, Costs,
Delivery Systems, *Developing Nations,
Development, Educational Technology, Extension Education, *Nonformal Education, Off Farm Agricultural Occupations, Planning, Policy Formation, *Program Evalua-tion, *Rural Development, Tables (Data), Training
Designed to assist rural planners and policy

makers of developing countries in the use of non-

formal education programs, this book analyzes the findings of a two-year irternational research study. Emphasizing a functional view of education and equating education with learning, the focus is on: (1) preplanning diagnosis, (2) educa-tional delivery systems, (3) costs and required resources, (4) innovative solutions, and (5) evaluations of nonformal programs. Data are derived from (1) extensive discussions with agency exPerts; (2) a wide assortment of documents; (3) analytical working papers; and (4) a diversified sample of 25 ongoing nonformal education projects in Africa, Asia and Latin America. Divided into three sections (evidence, analyses, and conclusions), this book includes the following chapters: (1) Background of the Study; (2) An Overview of Rural Education: (3) Extension Programs in Agriculture; (4) Training Programs in Agriculture; (5) Training for Nonfarm Occupa-tions; (6) Self-Help Approach to Rural Developtions, (v) selt-riep Application to Rulan Develop-ment; (7) The Integrated Approach to Agricul-tural Development: (8) A Critique of Agricultural Education and Research Systems; (9) A Critique of Training Programs for Nonfarm Rural Skills; (10) Imraying the Technologies of Nonfarm of Training Programs for Nonfarm Rural Skills; (10) Improving the Technologies of Nonformal Education; (11) The Economics of Nonformal Education; (12) Planning, Organization, Management, and Staffing; (13) A Final Recapitulation and Commentary. (JC)

ED 118 341 95 RC 009 018 Index to Bibliographies and Resource Materials-Project MEDIA, Summer 1975. National Indian Education Association, Min-

neapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 75 -225p.; For related document, see ED 097

901 EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*American Indians, *Bibliographies, Books, Catalogs, Citation Indexes, Films, In-dexes (Locaters), *Instructional Media, Or-ganizations (Groups), Periodicals, Phonograph Records, Radio, *Resource Materials, Tape

Recordings Identifiers—Project Media

Information presented in this index includes citations and descriptions of print and nonprint media by, for, or about Native Americans and represents some of the resource materials to be included in the functioning computer-housed data base now being constructed by Project MEDIA. As the precursor of a print catalogue to be published as more data is gathered, this index includes the following: (1) Bibliographies (84 citations representative of 14,000 available bookforms, filmforms, audioforms, microforms, and realia); (2) Resource Materials (30 citations of commercially produced resources of informa-tion); (3) Commercial Film Catalogues (21 citatiors); (4) Periodicals (13 citations on sources of information on new books, records, serials, etc); (5) Native American Periodic Publications (92 citations designating format, circulation, content, and staff and representing currently functioning publications); (6) Native American Radio Programming (60 citations presented by state and Programming (60 citations presented by state and designating programming content and availability); (7) Native American Tape Services (7 citations of organizations); (8) Radio Stations Interested in Beginning Native American Programming (12 citations); (9) Films, Filmstrips, Filmloops (217 citations with title index and descriptive index); (10) Records, Cassettes, and Reel and Reel Tapes (268 citations). (JC)

Outdoor Education Guide-Handbook, Waukesha Public Schools.

Waukesha Public Schools, Wis.

Pub Date Sep 75

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Activities, Camping, Concept Formation, *Curriculum Guides, *Elementary Education, *Field Trips, Language Arts, Lesson Plans, Mathematics, *Outdoor Education, Physical Education, Science Activities, Sensory Training, Social Studies Identifiers—*Wisconsin (Camp Phantom Lake)

Designed by the Waukesha Public Schools (Wisconsin) specifically for an elementary level three-day camping trip at Camp Phantom Lake, this outdoor education guide presents some ac-

tivities which suggest adaptation. Activity directions, plans, worksheets, evaluation sheets, and illustrations are presented in sequential order for the following disciplines which, by design, frequently overlap: (1) Mathematics (activities involving measurement of height, distance, hills, triangles)-; (2) Social Studies (activities involving map and compass skills via use of a comPass trail); (3) Science (scientific observation using a "micro trail" approach, observation tools, and sensory skills); (4) Language Arts (an activity Progressing from meditation to creative writing and including discussions, sketching, water color painting, pantomiming, and poetry); (5) Physical Education (frisbee toss, run and summersault relay, endurance race, football throw, leap frog, kickball, and tug of war). Indicative of the variety of activities presented are: (1) a candlelight ceremony designed to offer students opportunity to express a "gut" feeling to the group; (2) a section on water pollution testing (chemical analysis, filmstrip, and questions); (3) a guide to making a "friendship stick" (emphasis on symbolic sig-nificance). Also included are a 46-item awareness test and the necessary school forms for such an

ED 118 343 RC 009 022

Starbird, S. Glenn, Jr.
A Brief History of Indian Legislative Representa-tives in the Maine Legislature.

Pub Date 75 Note-3p.: 1975 revision of a 1967 publication: Not available in hard copy due to reproducibility of original document

Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
Descriptors—*American
Reviews, *Legislators, Indians, *Historical *State Government,

*State Legislation, Tribes Identifiers—*Maine, Passamaquoddy: Penobscots Of all the states in the U.S., Maine is the only one that has American Indian tribal rePresentation in its legislature. The earliest records of Maine Indian representation are 1823 (Penobscot) and 1842 (Passamaquoddy), but Mas-Maine Indian representation are 1823 (Penobscot) and 1842 (Passamaquoddy), but Massachusetts' records indicate that Indian representation had probably been going on since or before the Revolution. Due to intratribal confusion and party conflict, the Main Legislature began in 1866 to describe the procedure for electing the Penobscot legislative representative as well as the triba's average and listenant appearer. In 1952 tribe's governor and lieutenant governor. In 1952, the two Passamaquoddy reservations set forth provisions for annual election of their tribal representative in the Treaty of Peace of 1852. At the time of its inception in 1907, the Legislative Record indicates that Indian representatives were both seated and afforded opportunity to speak. However, after a concerted effort in 1939 to upgrade the status of Indian representatives, there was reaction, and in 1941 Indian representatives were ousted entirely. Until 1975, Indian representatives were excluded from the floor of the House, their status being little better than that of State paid lobbyists, though in 1965 their salaries were raised and in 1967 an expense account was added. In 1975 the House restored seating and speaking privileges to Indian representatives after a 34-year lapse. (JC)

RC 009 029 ED 118 344

Lemus, Frank C., Comp.
National Roster of Spanish Surnamed Elected Officials. Pub Date Oct 74

Available from-Aztlan Publications, 405 Hilgard Avenue, Los Angeles, California 90024 (\$10.00 hardcover; \$6.95 paperback) Journal Cit—Axtlan-Chicano Journal of the So-

cial Sciences and the Arts; v5 n1 and 2 1973 (Reprint)

Document Not Available from EDRS

Descriptors—*City Officials, *County Officials, Directories, Government (Administrative Body), Government Employees, Legislators, Mexican Americans, Political Affiliation, *Public Officials, *Spanish Speaking, *State

Identifiers-*Spanish Surnamed

Compiled to increase communication and in-Compiled to increase communication and in-teraction among the Spanish surnamed people of the United States, this directory lists 1,887 offi-cials who held a publicly elected position at the Federal, State, or local level during 1973. Names and addresses of officials are listed alphabetically by State, county, and city. Political affiliation and year in which the official leaves office are given by each name. Spanish surname was used to include Chicanos, Mexican Americans, Puerto Ricans, Latin Americans, Spanish Americans, and Cuban Americans. Names were obtained through personal letters sent to persons identified as Spanish surname in the State, county, and elected officials roster from each state. A follow-up letter, questionnaire, and a preliminary draft of the roster were sent to each person identified. Letters were also sent to organizations and non-elected officials for cross-referencing and expanelected officials for cross-referencing and expansion of the list. (NQ)

ED 118 345 95 RC 009 035 And Others York, Kennith Research and Evaluation Design for the Choctaw Bilingual Education Program, 1975-76.

Mississippi Band of Choctaw Indians, Philadelphia. pma.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date [76]

Grant—OEG-0-75-7164

Note-29p.; Not available in hard copy due to

marginal reproducibility
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—"American Indians, "Bilingual Education, Educational Objectives, Educational Philosophy, "Evaluation Methods, Manuals, Models, "Program Descriptions, "Research Design, Research Tools

Identifiers-*Choctaw Bilingual Education Pro-

Identifiers—*Choctaw Bilingual Education Program, Choctaws, Mississippi Emphasizing the role of evaluation in program development, this publication describes the Mississippi Choctaw Bilingual Education Program (BECOM), its philosophy, goals, objectives, and proposed evaluation plan. Major components of this K-3 program are identified as: (1) Instruction; (2) Curriculum and Materials Development; (3) Management; (4) Staff Development, and (5) Parent-Community Involvement. Areas of research and evaluation are identified as: (1) English as a Second Language; (2) Survey of Existglish as a Second Language; (2) Survey of Exist-ing Educational Conditions; and (3) Overall Proing Educational Conditions; and (3) Uverall Pro-gram Evaluation. Identifying self-concept, academic achievement, language dominance, and oral English proficiency as variables to be mea-sured, the research/evaluation design is described as one that will: (1) determine the setting in which bilingual education occurs; (2) describe the program participants; (3) determine the progress of each program component; (4) deter-mine the effectiveness of each component in causing bilingual education to occur; (5) determine the accomplishments of the participants and the entire program. Also presented is a timeline chart which describes: (1) the research question; (2) the data source or population; (3) instrument or method; (4) interval and number of measures; (5) time of measure; (6) person responsible; and (7) method of analysis. (JC)

ED 118 346 RC 009 036 Haney, Wava G.

he Occupational Attainment of Migrant and Nonmigrant Farm-Reared Youth: A Colombian

Pub Date 21 Aug 75

Pub Date 21 Aug 75

Note—33p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975); Not available in hard copy due to light print EDRS Price MF-50.83 Plus Postage. HC Not

Available from EDRS.

Descriptors-*Academic Achievement, Agriculture, Developing Nations, Landlords, *Migrants, *Occupational Mobility, *Rural Farm Residents, Rural Youth, Social Class, Socioeconomic Status

Identifiers—*Colombia, Private Ownership
The educational and residential (migrant and

The educational and residential (migrant and nonmigrant) characteristics of two generations from a minifundia community in rural Colombia were examined to determine the relationship between occupational attainment level and parental social class (determined by land ownership). Occupation and residence histories were obtained from a 10% sample of rural households which produced data for 204 second generation household heads, their spouses, and their siblings 16 years and older (n=1,677) and their third generation children 12 years and older (N=593).

Additionally, agricultural and marketing data were analyzed. The guiding hypothesis maintained that the number of high educational and occupational levels of both generations would be meager and that representatives from the larger landowning families would attain the higher levels. Results indicated: (1) the rural-born were likely to remain concentrated in traditional positions in the agricultural or service sectors where much underemployment prevails; (2) the few rural people from higher social class positions would maintain that position from one generation to another via transfer of land or migration to urban places and entry into technical or professional positions; (3) despite industrialization, the pyramidal social hierarchy, characteristic of preindustrial society, would continue. (JC)

SE

ED 118 347

SE 013 550

Shugrue, Sylvia K., Comp. Lamberton, Berenice, Comp.

Environmental Education in the Elementary School. A Selection of Articles Reprinted from Science and Children.

National Science Teachers Association, Washing-

Pub Date 72

Note-50p.

Available from-National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock Number 47) 14626, \$2.75; discounts on quantity orders)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Conservation Education, Science, *Ecology, *Elementary Grades, *Environmental Education, Field Trips, Instructional Materials, *Learning Activities, Natural Resources, Outdoor Education, School Com-

munity Programs Included in this document are a selection of articles reprinted from SCIENCE AND CHIL-DREN. They focus on environmental education in the elementary school, and present a number of environmental perspectives. Those concerning general or background information are: an examination of environmental education: children's attitudes about the environment; teaching resources in the national parks; and a school/community effort to preserve an urban en-

school/comhumity entor to preserve an arount en-vironmental study area. Ecology is treated through investigations at the individual level, populations of one species, communities, and ecosystems. Adapting traditional activities to an ecological approach, emphasizing concepts of in-teraction and change, is suggested. Earth science experiences to increase awareness of the child's own and natural enviornment center on site experiences. They focus on analyzing small parts of a larger environemnt--investigating change, age, movement, erosion, deposition, etc. The field trip is presented utilizing a conceptual approach to develop environmental relationships. Suggested activities for children for observing their town as a man-dominated biotic community are examining construction, tree identification, soil samples, zoo trips, food chains, and succession. A calendar for teaching conservation activities is constructed. One article is devoted to the associations between nature and creativity. References are included following some articles. (BP)

ED 118 348

MI

SE 017 691

Sprung, Douglas Cecil
The Relative Importance of Selected Factors on
the Decision of High School Students to Enroll
or Not Enroll in Chemistry and Physics. Pub Date 73

Note-312p.; Ph.D. Dissertation, The University of Michigan

from-University Microfilms, North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-3729, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Chemistry, Doctoral Theses, Educational Research, *Enrollment Influences, cational Research, *Enrollment Influences
*Physics, *Predictor Variables, Science Educa tion, Secondary Education, *Secondary School Science, Student Characteristics Identifiers-Research Reports

Predictor variables were sought relating to the decision of secondary school students to enroll or not enroll in chemistry and physics courses. Questionnaires were developed and administered to 404 students enrolled in chemistry and 358 not enrolled, and to 472 students enrolled in physics and 475 not taking physics. Rural, suburban and urban schools participated. The factors having the greatest influence on the decision to take chemistry were importance of chemistry to college plans (62 percent), importance to career goals (52 percent), planned college science or science-related major (47 percent), and college requirement needs (42 percent). Factors in-fluencing students not to enroll were greater interest in other subjects (54 percent), fear of failure (36 percent), and belief in non importance of chemistry to career goals (34 percent). College plans, college science or sciencerelated majors, enjoyment of science courses, and importance of physics to career goals were the factors related to taking physics in high school. Lack of interest, fear related to difficulty of physics and fear of failure were cited as reasons for not taking physics. The importance of factors considered was not significantly influenced by the sex of the student, the type of community, or the chemistry or physics curriculum. (Author/EB)

ED 118 349

Vickner, Edward Henry, Jr.
Development and Field Testing of a Model to
Simulate a Demonstration of Le Chatelier's
Principle Using the Wheatstone Bridge Circuit.

Note-147p.; Ed.D. Dissertation, Temple Univer-

from-University Microfilms, North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-1833, MF \$7.50, Xerography

Document Not Available from EDRS

Document For Avanager from EDES

Descriptors—*Chemistry, Demonstrations (Educational), Doctoral Theses, Educational Research, *Instructional Aids, Instructional Materials, Junior Colleges, *Models, Physics, Science Education, *Science Materials,
*Secondary Education
Identifiers—*Le Chateliers Principle, Research Education,

Reports

An electronic simulation model was designed, constructed, and then field tested to determine student opinion of its effectiveness as an instruc-tional aid. The model was designated as the Equilibrium System Simulator (ESS). The model was built on the principle of electrical symmetry applied to the Wheatstone bridge and was constructed from readily available components at a total cost of approximately \$95. The ESS and as-sociated educational materials were evaluated by means of field testing in three high schools and junior college chemistry classes. Evaluation was accomplished by utilizing questionnaires to obtain students' opinions as to the effectiveness of the ESS as an instructional aid. Feedback was used to revise the instrument and the classroom presentations of the topic. The ESS, a teacher's manual, a lecture demonstration manual, and a previously prepared programmed unit were used during each of three presentations. It was concluded that the device could serve satisfactorily as an instruc-tional model for teaching Le Chatelier's Principle. It was also reported that it was possible to construct an inexpensive and compact model which simulates the effects of externally imposed stresses on chemical systems at equilibrium.
(Author/EB)

ED 118 350 SE 017 693

Young, Herman Andre

An Educational and Professional Profile of Black American Doctorates in the Natural Sciences. Pub Date 73

Note-130p.; Ed.D. Dissertation, Indiana Univer-

sty Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-2613, MF \$7.50, Xerography

Document Not Available from EDRS

Descriptors—*Black Community, Doctoral Theses, Educational Counseling, Educational Research, Higher Education, *! Groups, Motivation, *Negroes, 'Careers, Science Education, *Scientists *Minority *Science Identifiers-Research Reports

The problem of this study was to describe, according to selected variables, certain personal, educational, and professional characteristics of Black scientists who have earned the doctoral degree in the natural sciences with intent to en-courage more Blacks to enter the fields of science. A self-reporting questionnaire was mailed to 500 Black scientists throughout the United States, who, for the most part, were employed in institutions of higher education. Data were collected relating to current employment, demography, personal background, perceived fac-tors of influence toward science, sources of finantors or influence toward science, sources of influence toward science, sources of influence and the process of the scientists in relation to the Black community. Data results were expressed in frequency tabulations and percentages. The typical Black scientist was found to be seen as the scientist was found to centages. The typical black scientist was found to be a male 49 years of age, born and raised in the South, and working at a predominantly Black col-lege or university. He came from a family of low socio-economic status and showed high achieve-ment in science and mathematics. He strongly preferred teaching and research in a university and most often returned to work in the area of his birth. Poor schooling in science and lack of knowledge about science careers were greatest deterrents to other Blacks to pursue science careers. (Author/EB)

ED 118 351

SE 017 694

Ziarko, Jon Charles

sessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.

Pub Date 73

Note-154p.; Ed.D. Dissertation, The University

Note—134p; Ed.D. Dawn of Mississippi Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-1328, MF \$7.50, Xerography

Document Not Available from EDRS

*Curriculum Descriptors—*Achievement, Evaluation, Doctoral Theses, Educational Research, Grade 8, Junior High Schools, *Program Evaluation, Science Education, Secondary Education, *Secondary School Science

Ty Education, "Secondary School Science Identifiers—Mississippi, Research Reports
This study was directed at developing a model for assessing eighth grade science education in selected schools and using the model to identify procedures that might be used to maximize science achievement of the students. Thirty-four public secondary schools participated in the students and the secondary schools participated in the students. dy. Data were obtained from annual publications, computer printouts, teacher questionnaires, and student response sheets. Two stepwise multiple regression programs were used in processing the data. Variables that were significant at the 0.10 level using the computer t-statistic were selected for the first restricted model, and those at the 0.2 level were selected for the second restricted model. The dependent variable used was the mean score on a science achievement test taken from the National Assessment of Educational Progress in Science, age 13. The independent variables were 10 science classroom variables, 12 teacher variables, and 6 school variables. The results of the study indicated that school officials should hire teachers with advanced degrees, in-crease the number of science periods taught as part of the total teaching assignment, and reduce the total annual per pupil expenditure. Using the second model, it was suggested that school officials increase the number of textbooks used, use textbooks with earlier copyright dates, and increase the library expenditures per pupil. (Author/EB)

ED 118 352 SE 017 895

Palmer, Glenn Allen

A Determination of the Relative Consistency and Concordance of Student Science Interest Responses by Utilizing Paired and Triad Stimulus Comparison Inventories. Pub Date 73

Note-117p.; Ph.D. Dissertation, The University of Wisconsin

North Zeeb Road, Ann Arbor, Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-27,121, MF \$7.50, Xerography \$15.00

Document Not Available from EDRS

Descriptors—*Classification, Doctoral Theses, Educational Research, *Learning, Motivation, Science Education, Secondary Education, *Secondary School Science, *Student Interests

Identifiers-Research Reports

The purpose of this study was to determine if eighth-grade students in junior high and middle school science classes could order selected science categories on the basis of the attribute inscience categories on the oass of the attribute in-terest into rank orders which were consistent and reliable. A sample of eighth-grade science classes from Wisconsin was selected. A set of investiga-tor-developed instruments consisting of four in-ventories (two paired comparisons inventories and two triad comparisons) was administered to and two triad comparisons) was administered to each class. The responses of each class to the set of inventories were analyzed to determine: (1) class averages of a consistency measure within paired comparisons inventories response sets, (2) class averages of a concordance measure across rankings from the paired and triad comparisons inventory formats, and (3) class averages of a concordance measure across rankings from two different triad comparisons inventories. The two different that comparisons in the considered measures of reliability. Significance levels of these average measures were computed. From the investigation, the author concluded that qualified support should be given to the utilization of the attribute interest in establishing consistent rankings of certain science categories. (Author/CP)

ED 118 353

SE 019 238

Scott, Alvin Thomas A Study of the Effects of Planned Classroom Teacher Verbal Behavior and Resulting Class-room Pupil Verbal Behavior on the Achieve-ment of Classroom Pupils.

Note-244p.; Ed.D. Dissertation, The University of Tennessee

North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-11,288, MF \$7.50, Xerography \$15 00)

Document Not Available from EDRS

Descriptors—*Academic Achievement, Behavior Patterns, *Biology, Doctoral Theses, Educa-tional Research, *Instruction, Science Education, Secondary Education, *Secondary School Science, *Verbal Communication

Identifiers—Research Reports

The purpose of this investigation was to deter-ine the effects of planned classroom teacher verbal behavior and resulting classroom pupil ver-bal behavior on the achievement of classroom pupils in 40 selected biology classes. The verbal behavior of 20 teachers and 867 pupils was ob-served by the use of audio tapes and categorized with the Verbal Reaction Behavior Log (VRBL). with the Verbal Reaction Behavior Log (VRBL). Ten teachers and 449 pupils comprised the experimental group. The experimental teachers received instruction from the investigator in the use of the VRBL, and the experimental group was taught specific subject matter with this approach. The control group was taught the same subject matter without utilization of the VRBL approach. Both groups were administered the same final examination. The results of utilizing a t-test to determine significant differences in final examination scores revealed a significant dif-ference in favor of the experimental group. (Author/CP)

ED 118 354

SE 019 239

Zoller, Uri Science and Technology Curriculum for Non-Science Students in the Secondary School (Technology for Social Action Curriculum -TSAC). Pub Date 73

Note-209p.; Ed.D. Dissertation, Harvard

University vailable from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-11,312, MF \$7.50, Xerography

Document Not Available from EDRS

Document Not Available from EDRS
Descriptors— *Curriculum, *Curriculum Design,
Doctoral Theses, Educational Research,
*Science Education, Secondary Education,
*Secondary School Science, *Technology Identifiers—Research Reports, Technology for Social Action Curriculum, TSAC

Reported is a study focused on the construction and development of a model for guiding science curricula developers in designing the needed second generation programs for non-science secondary students in the seventies. The Technology (and Science) for Social Action Cur-riculum (TSAC) is presented as illustrative of the problems involved in curriculum development and implementation and in preparing teachers to use the materials. (Author/CP)

ED 118 355

SE 019 243

Exline, Joseph D.
A Study of National Trends in Earth Science Education and the Status of Earth Science Education in Virginia. Pub Date 73

Note-192p.: Ed.D. Dissertation. University of

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-9790, MF \$7.50, Xerography

ment Not Available from EDRS

Descriptors—Certification, Doctoral Theses, *Earth Science, Educational Research, Science Education, Secondary Education, *Secondary School Science, *Surveys, *Teacher Education, *Trend Analysis

Identifiers—Research Reports, *Virginia
This study investigated two broad questions:

(1) What are the trends evident in status studies of earth science education across the nation and in Virginia between 1964 and 1972 and how do the trends in the nation and in Virginia compare; and (2) With recommendations for pre-service education, in-service education, and certification requirements for earth science teachers in mind. at is the status of earth science education in Virginia during the 1972-73 school year? The investigation of trends in earth science education involved all the secondary students and teachers of earth science in the nation for the period 1964-72, as determined by literature reviews and from the files of national and state agencies. The status study of Virginia earth science teachers instatus study of Virginia earth science teachers in-volved all those who spend 50 percent or more time teaching earth science. Among findings were: (1) there was an approximately three-fold increase in the number of states requiring certifi-cation specifically for earth science between 1964 and 1972, (2) earth science is mainly a ninth-average level course in Virginia, and (3) about 43 percent of the Virginia earth science teachers indicated they planned to leave teaching in the next 5 years. (Author/CP)

ED 118 356

SE 019 253

Crilly, Alice Roth A Descriptive Analysis of the Chemical Bond Approach, the Chemical Education Material Study, and a Representative Traditional Chemistry Pub Date 74

Pub Date 74
Note—583p.; Ed.D. Dissertation, University of California, Los Angeles
Available from—University Microfilms, 300
North Zeeb Road, Ann Arbor, Michigan 48106
(Order No. 74-12,459, MF \$7.50, Xerography

Document Not Available from EDRS

*Curriculum, Curriculum Development, Doctoral Theses, Educational Research, *Instruction, *Science Course Improvement Project, Science Education, Secondary Education,

*Secondary School Science Identifiers—Research Reports

This study compared three one-year courses in high school chemistry. One of these, entitled Modern Chemistry, represents the "traditional" precollegiate chemistry course. The others are the Chemical Bond Approach (CBA) and the Chemical Education Material Study (CHEM Study). These are the two major revisions in high school chemistry which emerged from the curriculum reform movement of the 1950's. The investigator analyzed how these three courses attempt to educate students in the chemical discipline. Within the context of the Tyler rationale were examined: (1) course objectives, (2) learning opportunities, (3) course organization, and (4) course evaluation. The course objectives are classified within the framework of Bloom's taxonomy. Among the findings are answers to the following questions: How did the curriculum project courses originate? Is there a difference in the kind of knowledge acquired, depending upon which course is studied? (Author/LS)

ED 118 357

SE 019 256

Wilson, Douglas J. A Study of Achievement, Understanding of Science, and Teacher Role Perception in Vari-ous Groups of the Nebraska Physical Science

-247p.; Ed.D. Dissertation, The University of Nebraska - Lincoln

Available from-University Microfilms, North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-13,033, MF \$7.50, Xerography

Document Not Available from EDRS
Descriptors—*Achievement, Chemistry, Doctoral Theses, Educational Research, "Instruction, "Integrated Curriculum, "Physical Sciences, Physics, Role Perception, Science Education, Secondary Education, "Secondary School Secondary Education, *Seco Science, Teacher Characteristics Identifiers-*Nebraska Physical Science Project,

Research Reports

The purpose of this study was to compare the effects of various teaching practices and class-room organizational patterns upon achievement and understanding of science of students studying materials of the Nebraska Physical Science Project (NPSP), an integrated chemistry-physics course, and to investigate these practices and pat-terns and the role perceptions of their teachers. The study sample consisted of 198 students and their 12 teachers. Students were given a battery of tests to ascertain aptitudes, teacher directiveness, and classroom organizational characteristics. The results of these tests and questionnaires were compiled and analyzed using the t-test and analysis of variance. Classes were grouped into lecturedemonstration or performance-sequenced categories for the purpose of comparing student achievement. Classes were regrouped into directive or non-directive categories to make comparisons of student achievement and to gain understanding of teacher role perception. Statisti-cal analyses indicated no significant difference in achievement between groups. Recommendations based on this study included encouragement for NPSP teachers to feel free to use a variety of teaching st (Author/CP) styles and classroom strategies.

ED 118 358

SE 019 262

Pinkall, Joseph E. Pinkall, Joseph E.

A Study of the Effects of a Teacher In-Service
Education Program on Fifth and Sixth Grade
Teachers and the Students Whom They Teach
in Their Knowledge of Scientific Processes,
Scientific Content and Attitude Toward Science and Scientists.

Pub Date 73

Note-81p.; Ed.D. Dissertation, The University of

Nebraska - Lincoln Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-13,012, MF \$7.50, Xerography

Document Not Available from EDRS

Descriptors—*Achievement, *Attitudes, Educa-tional Research, Elementary Education, *Ele-mentary School Science, *Inservice Teacher Education, Process Education, Science Education, *Teacher Education

Identifiers-*Elementary Science Study, ESS, Research Reports

The purpose of this study was to determine the effects of a teacher in-service education Program of workshops in Elementary Science Study (ESS) and Process Science on (1) the fifth- and sixthgrade teachers who participated in the workshops, and (2) students of teachers who parworkshops, and (2) students of teachers wino par-ticipated in these workshops. A Posttest-Only Control group design was used to test six research hypotheses. Randomization was used to insure the lack of initial bias between experimental and control groups for both teachers and stu-dents. In experimental and control groups (each comprised of twenty-five teachers), comparisons were made on knowledge of scientific processes, knowledge of scientific content, and attitude toward science and scientists using three instruments. A total of 150 students in the control group and 150 students in the experimental group ere tested on the same three criteria, al using three instruments. The analysis of the teacher data revealed no significant difference between the experimental and control groups on any of the instruments. Analysis of the student data revealed that the experimental group scored significantly higher (at the .05 level) than did the control group on all three (Author/CP)

ED 118 359

SE 019 681

Hadar, Nitsa Boneh Children's Conditional Reasoning: An Investiga-tion of Fifth Graders' Ability to Learn to Distin-guish Between Valid and Fallacious Inferences.

Note-420p.; Ph.D. Dissertation, University of

Note—420p.; Ph.D. Dissertation, University of California, Berkeley EDRS Price MF-80.83 HC-\$22.09 Plus Postage Descriptors—Curriculum, Doctoral Theses, *Edu-cational Research, *Elementary Education, *Elementary School Science, *Learning Processes, Logic, *Logical Thinking, Science

Education, Thought Processes
Identifiers—*Conditional Reasoning, Research

This study was conducted to determine if fifthgrade students can significantly improve their use of logical analysis through a suitable instructional unit taught under ordinary classroom conditions. Concrete teaching materials were developed to familiarize students with the distinction between the valid inference patters--Modus Ponendo Ponens and Modus Tollendo Tollens (MP, MT), and the fallacious ones-Affirming the Con-sequent and Denying the Antecedent (AC, DA). No formal rules were taught. The experimental unit was implemented 4 to 5 times a week for 23-25 sessions, by 4 fifth-grade teachers in their or-dinary classes. The teachers participated in a 12unary classes. The teachers participated in a 12-hour pretraining workshop. A pretest/posttest, treatment/no treatment design was applied to as-sess resulting improvement in students' condi-tional reasoning ability. The sample consisted of 210 fifth-grade students in a suburban area, 104 in 4 experimental classes and 106 in 4 control classes. Experimental and control group pretest performance levels did not differ, but there was a periormance levels dut not unter, but nere was a significant difference in the posttest means. There was no significant change in the control group's pretest and posttest performance levels on any logical form, or for the experimental group's on MP and MT. However, on AC and DA the two s' gain scores were significantly different. groups'

SE 019 784 ED 118 360

Hoover, Norman K. Zubler, John R. Guidelines for Planning, Developing, Utilizing and Maintaining Outdoor Environmental Education Laboratories.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.; Pennsylvania State Univ., University Park. Coll. of Agriculture.

Note-46p.; To v16 n2 1975 Teacher Education Research Series,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Educational Facilities, *Environmental Education, *Facilities, *Facility Guidelines, Guidelines, Nature Centers, *Out-door Education, *Program Development, Resource Centers

Resource centers
This publication is designed to provide assistance in the acquisition of facilities and program development in environmental education.
The descriptive material is grouped under three ne descriptive material is grouped under three headings: planning the program, developing the facility, and utilizing and maintaining the outdoor laboratory. Appendices include sources of environmental education materials, educational laboratories, and conservation organizations. (BP)

ED 118 361

McKee, Amy, Comp.

Social Sciences in Forestry, a Current Selected Bibliography, No. 38, October 1975.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Recourses.

Pub Date Oct 75

ΜI

Note—43p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Agriculture, *Bibliographies, Conservation (Environment), *Forestry, Management, Manufacturing, *Natural Resources, *Social Sciences, *Trees

Longificar

Identifiers—Forest Management, Forest Produc-tion, Timber Management Compiled is a selected bibliography of social sciences in forestry, including economic, historic, sociological, and business aspects. Five major inclusive categories are the following: social science applied to forestry at large, applied to forestry's productive agents, applied to forest production,

applied to manufacturing, and applied to market-ing, trade, and demand for forest output. Ar-ranged alphabetically by author, each entry conns the source of information, place and date of tains the source or information, place and date of publication, volume number, and number of pages. A brief description of each resource is given. Compilation sources include many periodical professional journals, FORESTRY ABSTRACTS, DISSERTATION ABSTRACTS, AUSDA BIBLIOGRAPHY OF AGRICULTURE, FAO DOCUMENTATION, and publication lists from the lighted Street Secret Service experience. from the United States Forest Service experiment stations. (BP)

ED 118 362 SE 019 840 Wishart, A. Paul, Comp. Childress, Ronald,

Comp. A Directory of Public Elementary and Secondary School Environmental Education Programs and Projects in the United States.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Pub Date Sep 75 Note-51n

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Directories, Educational Programs,
*Elementary Schools, *Environmental Education, Field Experience Programs, *Outdoor Education, Projects, *Secondary Schools
A survey of public elementary and secondary

school environmental programs and project cur-ricula was conducted by the University of Ten-nessee at Knoxville. From the information received, this directory was compiled, the pur-pose being to facilitate the establishment of a national communication and information delivery system among operational programs and projects. The sources are presented in two sections. One The sources are presented in two sections. One contains those programs and projects responding to the survey instrument in the research study. The second section treats programs and projects which did not respond to the survey. Arranged alphabetically by state, each entry provides the director/co-director, program or project, and the address. Appended materials are also presented in two sections. The first contains an alphabetical listing of state education agency coordinators for environmental education, who identified their environmental education, who identified their public school programs and projects applicable to the study population. Only one state agency representative did not respond to the survey. The second appendix is a listing of organizations, agencies, and persons known to be working in the field of environmental education, from which applicable study programs/projects were requested. More than two thirds of those contacted provided responses. (BP)

ED 118 363 SE 019 887 Understanding the National Energy Dilemma. Georgetown Univ., Washington, D.C. Center for Strategic and International Studies. Pub Date 73

Pub Date 73
Note—56p.; Contains 16 color-coded fold-outs
Available from—ERIC/SMEAC, The Ohio State
University, 1200 Chambers Road, 3rd Floor,
Columbus, Ohio 43212 (on loan)
Document Not Available from EDRS
Descriptors—*Conservation (Environment),
Poslated Parayures Engrety **Engrety Conservation

scument Not Available from EDAG escriptors—*Conservation (Environment), *Depleted Resources, Energy, *Energy Conser-vation. Environmental Education, *Natural Resources, *Policy Formation, World Problems
This graphic representation of our energy dilemma provides government officials, indus and general public with an understanding of the broad problems and complexity of our energy crisis. An energy display system projects effects of energy policies on our domestic energy situation. This display contains sheets indicating total energy flow patterns. Cross plots provide specific in-formation on each item. Data are based on 1950, 1960, and 1970 figures with projections for 1980 and 1990. To understand the energy display system, accompanying fold-outs with specific text descriptions are provided. Percentages of residual and commercial, industrial, non-energy, transportation, electrical energy generation, coal/gas, oil/gas, and coal/oil uses are presented. Hydroelectric, geothermal, nuclear, gas (imports), gas (domestic), coal, oil (imports), shale, and oil (domestic) energy sources are displayed in percentages in flow patterns. Energy units are ne million barrels per day of oil equivalent. Fold-outs consist of total energy flow patterns (1950, 1960, 1970, 1980, 1990); cross plots of "efficiency," "end uses," "form of use," "supply/demand charts"--1960-1985, 1990-2050:

charts of "guidance" required and demand projections. Appended material contains energy references and conversion tables. (BP)

ED 118 364 SE 019 893

Bamberger, Jeanne Developing a Musical Ear: A New Experiment. Artificial Intelligence Memo Number 264. Massachusetts Inst. of Tech., Cambridge. Artifi-

cial Intelligence Lab.

Spons Agency—Advanced Research Projects
Agency (DOD), Washington, D.C.
Report No—LOGO-6

Pub Date Jul 72

Note—20p.; For related documents, see ED 077 236, 240-243, SE 019 894, and 896-900 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Acoustics, *Cognitive Processes, *Educational Research, *Learning, *Musical Composition, Musical Instruments, Music Edu-

cation, *Perception, Science Education
This report deals with research presently being done dealing with the acquisition of musical skills. In an attempt to create a self-paced, independent music study approach, investigators have formulated two main hypotheses: (1) that perception and cognition are inextricably intertwined not discrete quantities; and (2) that learning behavior in music generally follows similar developmental patterns as in other learning. In-struction is performed through computerized musical sounds by which the student may select a range of up to five octaves and play four parts simultaneously. The analysis and operation of this computerized instructional system is further explained. (Author/CP)

SE 019 894 ED 118 365

Abelson, Hal And Others LOGO Manual. Draft.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab. Report No-LOGO-7

Pub Date Jun 74

Note-85p.; For related documents, see ED 077 236, 240-243, SE 019 893, and 896-900 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors-Artificial Intelligence, *Computer Programs, Computers, *Computer Science Education, Instruction, *Manuals, *Mathematics Education, *Programing Languages This manual describes the LOGO system imple-

mented for the PDP 11/45 at the MIT Artificial Intelligence Laboratory. The "system" includes a LOGO evaluator, a dedicated time-sharing system, and various special devices related to output such as robot turtles, tone generators, and cathode ray tube displays. (Author/SD)

ED 118 366 SE 019 896

Periman, Radia TORTIS (Toddler's Own Recursive Turtle Interpreter System). chusetts Inst. of Tech., Cambridge. Artifi-

cial Intelligence Lab. Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No-LOGO-9

Pub Date Mar 74 Note-11p.; For related documents, see ED 077 236, 240-243, SE 019 893-894, and 897-900 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Activity Learning, Artificial Intelligence, Cognitive Development, Computer Based Laboratories, Computers, *Early Child-hood Education, Interviews, Learning, *Mathe-matics Education, *Problem Solving, *Research

Identifiers-* Massachusetts Institute of Technolo-

gy, MIT, Research Reports
TORTIS (Toddler's Own Recursive Turtle Interpreter System) is a device which can be used to study or nurture the cognitive development of preschool children. The device consists of a "turtle" which the child can control by use of buttons on a control panel. The "turtle" can be made to move in prescribed directions, to take a given number of paces, to draw, to toot, to turn its light on and off, and to remember or forget. In this paper, protocols for several children who interacted with the turtle are informally sum-marized and discussed. (SD)

Goldstein, Ira P. Summary of MYCROFT: A System for Understanding Simple Picture Programs. Artificial Intelligence Memo Number 305.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

caia intenigence Lab.

Spons Agency—Advanced Research Projects
Agency (DOD), Washington, D.C.; National
Science Foundation, Washington, D.C.
Report No—LOGO-10

Pub Date May 74 Note—63p.; For related documents, see ED 077 236, 240-243, SE 019 893-894, and 896-900

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Computer Assisted Instruction,
*Computer Graphics, *Educational Research, *Elementary Secondary Education, Instruc-tional Materials, *Photocomposition, Pictorial Stimuli, Science Education

Stimuli, Science Education Identifiers—Research Reports
This report describes the operation of a computer monitor called MYCROFT, a system which can debug elementary programs for drawing pictures. The basic skills which are fundamental to debugging will (described in the properties of the incentive internation of the program of the pr debugging skill (description, plan, linearity, inser-tions, global knowledge, and imperative seman-tics) are examined. These programs are written for LOGO turtles. (Author/CP)

ED 118 368 SE 019 898

Coldstein, Ira And Others
LLOGO: An Implementation of LOGO in LISP.
Artificial Intelligence Memo Number 307.
Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C. Report No—LOGO-11

Pub Date 27 Jun 74

Note—77p.; For related documents, see ED 077 236, 240-243, SE 019 893-894, and 896-900 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Artificial Intelligence, *Computer Programs, *Computers, *Computer Science Education, Instruction, *Manuals, Mathematics Education, Problem Solving, *Programing Lan-

guages
LISP LOGO is a computer language invented
for the beginning student of man-machine interaction. The language has the advantages of teraction. The language has the advantages of simplicity and naturalness as well as that of emphasizing the difference between programs and data. The language is based on the LOGO language and uses mnemonic syllables as commands. It can be used in conjunction with characteroriented display terminals, graphic display systems, and music generation. This document provides a discussion of the merits of LISP LOGO, as well as a user's manual for the language. (SD)

ED 118 369

Bamberger, Jeanne What's In a Tune.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C. Report No—LOGO-13

Pub Date Jul 74

Note—78p.; For related documents, see ED 077 236, 240-243, SE 019 893-894, and 896-900 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—College Students, *Creativity Research, *Educational Research, Higher Education, *Learning Theories, *Musical Composi-tion, Music Education, Perception Identifiers—Research Reports

The work described in this paper dealt with two tasks: (1) to determine an individual's particular representation of a melody--how he represents it to himself, what relations he finds, and (2) to observe how an individual's representation of a melody might change in the course of working with given melodic materials in an experimental situation. Students were provided a musical gadgetry in which a typewriter was cou-pled with a computer and a "music box." The box could produce a five octave range of pitches and could play up to four parts simultaneously. Subjects were to build a tune which made sense to them. From this, strategies which they invoked and decisions they made were studied. Narrative accounts of two students' efforts appear in the report. (Author/CP)

ED 118 370

SE 019 900

Abelson, Hal Adams, Jim
A Glossary of LOGO Primitives. Artificial Intelligence Memo Number 315.

usetts Inst. of Tech., Cambridge. Artifi-

roial Intelligence Lab.
Spons Agency — Advanced Research Projects
Agency (DOD), Washington, D.C.; National
Science Foundation, Washington, D.C.
Report No—LOGO-14
Pub Date Dec 74

Note—25p.; For a more comprehensive description of LOGO, see SE 019 894. Related documents are ED 077 236, 240-243, SE 019 893-894 and 896-899

894, and 896-899
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Artificial Intelligence, *Computer
Programs, Computers, *Computer Science
Education, Glossaries, *Manuals, *Mathematics
Education, *Programing Languages
This manual provides a brief description of the
primitives in the computer language PDP 11
LOGO. It is intended to provide a quick
reference for users who are familiar with the
basics of the LOGO language. (Author/SD)

ED 118 371 SE 020 001

Doughty, Frances, Ed. Appraisal, Children's Science Books, Vol. 8, No.

Children's Science Book Review Committee, Cambridge, Mass. Pub Date 75

Note-48p.

Available from—Appraisal, Box 25, Center Sandwich, New Hampshire 03227 (Subscription, \$4.00/year; \$1.50 ea.)

34.00/year, \$1.50 ea.)

Document Not Available from EDRS

Descriptors—Booklists, *Book Reviews, *Childrens Books, Elementary Education, *Elementary School Science, Instructional Materials, Library Material Selection, Science Education, *Science Materials

Sixty-nine children's science books are rated and reviewed by children's librarians and science specialists. Price and age level are given for each book. A cumulative author-title index for Volume 8 is included. (MLH)

ED 118 372

SE 020 008

Ormerod, M. B. Duckworth, D.
Pupils' Attitudes to Science. A Review of Research.

Pub Date Nov 75

Note—150p.

Available from—Humanities Press. Inc., Hillary House-Fernhill House, Atlantic Highlands, New Jersey 07716 (\$9.50)

Document Not Available from EDRS
Descriptors—Attitudes, Attitude Tests, *Educational Research, Elementary School Science, Elementary Secondary Education, *Literature Reviews, *Science Education, *Science Teachers, Secondary School Science, *Student

Attitudes
Identifiers—*Research Reports
This review of research into pupils' attitudes toward science cites significant British and American studies. Research studies appear under one of nine headings: (1) Attitude measurement in science education, (2) Differences between biology and the physical sciences, (3) The difficulty of the physical sciences and its causes, (4) The early age of arousal of science interest, (5) The efficacy of various pupil-centered learning strategies, (6) Girls and science education and the effects of co-education and single-sex schooling on the atco-education and single-sex schooling on the at-titudes of both sexes toward science, (7) The critical role of the science teacher, (8) The feelings of pupils and students about the social implications of science and the activities of scientists, and (9) The effects of home and other environmental factors on attitudes to science. Approximately 500 educational studies are cited by the authors. (CP)

ED 118 373

SE 020 146

Elliott, David M. An Industrial View of Undergraduate Programs. Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Curriculum, Educational Change, Engineering, *Engineering Education, *Higher Engineering, *Engineering Education, *Higher Education, *Industry, Nuclear Physics, Utilities Identifiers—*Nuclear Engineering

Several areas that are lacking in undergraduate several areas that are tacking in undergranulate unclear engineering programs are discussed. Although most programs provide adequate theoretical knowledge in nuclear science, the nuclear engineer must have a working knowledge with the complete nuclear power plant, and be acquainted with the functions and responsibilities of the various segments of the nuclear industry and of the federal and state agencies under whose regulation the entire industry must operate. Suggestions are given for means of incorporating these practical aspects into nuclear engineering programs. (MLH)

FD 118 374

SF 020 147 Yuan, S. W. Whitesides, J. L.

JIAFS - A Pattern for Graduate Engineering Education of the Future? Pub Date Jun 75

Note-23p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.07 HBB ** *Educa-Descriptors—Educational Innovation, *Educa-Fnoineering, *Engineering tional Programs, Engineering, *Engineering Education, *Graduate Study, Higher Educa-tion, Program Descriptions, Research, *Research and Development Centers, *Universities

A graduate program in engineering at the Joint Institute for Acoustics and Flight Sciences (JIAFS) is described. JIAFS is a cooperative undertaking between the NASA-Langley Research Center and the School of Engineering and Ap-plied Science at The George Washington University. This program adopts a more practical approach than traditional graduate engineering edu-cation, providing a combination of applied research and academic studies. (MLH)

Exploring Wildlife, Unit 1, Colorado Division of Wildlife. Smith, Dwight R.

Colorado State Univ., Ft. Collins. Cooperative Extension Service. Pub Date [75]

Note-28p.; For related documents, see SE 020 155-157

Available from-Ms. Barbara Goff, 4-H Office, Aylesworth Hall NW, Colorado State Universi-

Aylesworth Hall NW, Colorado State Universi-ty, Fort Collins, Colorado 80523 (\$0.67, plus shipping and handling costs)
Document Not Available from EDRS
Descriptors—*Biology, *Ecology, Environmental Education, *Instructional Materials, Learning Available Noticed Population Science Education Activities, Natural Resources, *Science Educa-tion, *Secondary Grades, Secondary School Science, Wildlife Management, Zoology Identifiers—*Colorado

This booklet on wildlife is part of a series to encourage youth to pursue environmental pro-jects. The booklet discusses various aspects of wildlife management such as life zones, pollution, predator control, game stocking, habitat improvement, hunting, legislation, and careers. Key words are defined, and suggested activities are listed.

ED 118 376

Hetzel, George K. Smith, Dwight R.
Fishing, Unit 1, Colorado Division of Wildlife.
Colorado State Univ., Ft. Collins. Cooperative

Extension Service.

Pub Date 1751 Note-26p.; for related documents, see SE 020 154-157

Available from-Ms. Barbara Goff, 4-H Office. Available from—Ms. Barbara Goft, 4-H Office, Aylesworth Hall NW, Colorado State Universi-ty, Fort Collins, Colorado 80523 (\$0.69, plus shipping and handling costs) Document Not Available from EDRS Descriptors—*Instructional Materials, Learning Activities, *Natural Resources, Outdoor Educa-

tion, *Recreation, Student Projects, Wildlife Management Identifiers—Colorado, *Fishing

thenthers—Colorado, 'Fishing is part of a series developed to encourage youth to pursue outdoor projects. Fish anatomy, equipment, casting techniques, knot and leader tying, hooks, fishing areas, cleaning and cooking fish, types of bait, lures, and regulations are discussed and illustrated. Suggested activities and field trips are listed. (MR) ED 118 377 SE 020 156

Hooper, Jon K. Smith, Dwight R.
Small Game and Waterfowl, Units 2 and 3,
Colorado Division of Wildlife.

Colorado State Univ., Ft. Collins. Cooperative Extension Service. Pub Date [75]

Note-50p.; for related documents, see SE 020 154-157

Available from--Ms. Barabara Goff, 4-H Office, Aylesworth Hall NW, Colorado State Universi Fort Collins, Colorado 80523 (\$1.17, plus

ty, Fort Collins, Colorado 80523 (\$1.17, plus shipping and handling costs)
Document Not Available from EDRS
Descriptors—Conservation Education, Environmental Education, "Instructional Materials, Learning Activities, "Natural Resources, Science Education, "Secondary Grades, Student Projects, Wildlife Management, "Zoology Identifiers—"Colorado
This booklet on small game and waterfowl is

dent Projects, Widditte Management, "Zooiogy Identifiers—"Colorado

This booklet on small game and waterfowl is part of a series developed to encourage youth to pursue environmental projects. The manual is comprised of two units. The first unit discusses small game management and laws and regulations protecting them. Descriptions are given of behaviors and habitats of small game and small non-game animals of Colorado. The second unit presents waterfowl management and details behaviors and habitats of many Colorado water-fowl species. Included in both units are suggested activities for investigating wildlife. (MR)

ED 118 378

SE 020 157 Hooper, Jon K. Smith, Dwight R. Songbirds and Birds of Prey, Unit 6, Colorado

Division of Wildlife. Colorado State Univ., Ft. Collins. Cooperative Extension Service.

Note—26p.; For related documents, see SE 020 154-156 134-136
Available from—Ms. Barbara Goff, 4-H Office,
Aylesworth Hall NW, Colorado State University, Fort Collins, Colorado 80523 (\$0.65, plus
shipping and handling costs)
Document Not Available from EDRS

Document Not Available from EDRS
Descriptors—Conservation Education, Environmental Education, *Instructional Materials, *Natural Resources, *Science Education, Student Projects, Wildlife Management, *Zoology Identifiers—Colorado, *Ornithology

This booklet on songbirds and birds of prey is part of a series developed to encourage youth to pursue environmental projects. The manual explains bird anatomy and physiology, bird watching, types of feeders and shelter, and bird identification. Descriptions of feeding, hunting, and nesting habits are given for many species of birds. Also, activities are suggested to explore the lives of birds. (MR)

ED 118 379 SE 020 163

A Selected and Annotated Environmental Educa-tion Bibliography for Elementary, Secondary and Post-Secondary Schools. Morehead State Univ., Ky. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental

Education.

Pub Date Nov 75

МІ

Note—344p.; Color-coded materials
Available from—Dr. Jerry F. Howell, Jr., UPO
780, Morehead State University, Morehead,
Kentucky 40351 (\$3.25 postpaid; make checks
or money orders payable to Morehead State University)

Document Not Available from EDRS

Bibliographies, Descriptors-*Annotated *Bibliographies, Conservation (Environment), *Biolographies, Conservation (Environment), Conservation Education, Ecology, *Elementary Education, *Environmental Education, Or-ganizations (Groups), Post Secondary Educa-tion, Publications, Resource Materials, *Secondary Education
This is an environmental education bibliog-

raphy for elementary, secondary, and post-secondary schools. Eighteen environmental categories are included. They consist of attitudes, bibliographies, careers, conservation, ecology, energy, en-vironmental education, law and citizen action, organic farming, other resources, periodicals, pesticides, pollution, population, series, solid waste, technology, and wildlife. Each category is aranged in broad grade level designations (K-6, 7-9, and 10-14). Grade level designations are denoted by different colors, remaining constant throughout the environmental categories. Entries, arranged alphabetically, contain name, title, publisher, and the place, date, and cost of publication. Some bibliographic citations are followed by an annotation of the item content, a description of its possible uses, and pertinent comments. One of the final sections is an tinent comments. One of the final sections is an alphabetized and annotated listing of citizen groups, government agencies, professional and other organizations providing information or other services to individuals or groups. The last section contains those publishing concerns cited in the text. Compiled alphabetically, each entry provides the address of the organization, agency, and publisher. Individual listings are found under and publisher. Individual listings are found under the author's first and last names. (BP)

ED 118 380 Scheele, Paul W. Havers, John A.

What the Construction Industry Can Contribute to Engineering Education. Pub Date Jun 75

Note—17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Construction (Process), *Construction Industry, Curriculum, Educational Programs, Engineering, *Engineering Education, *Higher Education, *School Industry Relationship

It is proposed that the construction industry collaborate with educational practitioners and administrators to establish the objectives of construction engineering programs. Other recommen-dations are that the construction industry assume direct teaching responsibility for designated areas of instruction; provide program support, such as work opportunities and internships; and periodically review the operation of construction engineering programs, providing evaluations and suggestions to the program administrators where appropriate. (MLH)

ED 118 381 Sloan, M. E.

SE 020 178

Microprocessors in U.S. Electrical Engineering Departments, 1974-1975.
Pub Date Jun 75

Note-20p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Colins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Computers, **Computer Science,

**Course Descriptions, Curriculum, Engineering

*Course Descriptions, Curriculum, Engineering, *Engineering Education, *Higher Education, Surveys Identifiers— Microprocessors
Drawn from a survey of engineering departments known to be teaching microprocessor courses, this paper shows that the adoption of microprocessors by Electrical Engineering Deartments has been rapid compared with their adoption of minicomputers. The types of courses that are being taught can be categorized as: surveys of microprocessors, intensive study of one veys of microprocessors, intensive study of one microcomputer, inclusion of microprocessors in a general course, project courses, and specific ap-plications courses. (MLH)

ED 118 382 SE 020 179

Plonsey, Robert Biophysical Basis of Electrocardiography.

Pub Date Jun 75 Note—17p.; Paper presented at the Annual Meet-

Note—17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Biomedical Equipment, *Biophysics, Cardiovascular System, *Engineering, Engineering Education, *Higher Education, *Instructional Materials, *Medicine Identifiers—*Electrocardiography
The generation of the electrocardiogram from a bioenering standardist is described, and this

a bioengineering standpoint is described, and this information is used to discuss its application to instruction on electrocardiography. (MLH)

ED 118 383 Sproule, Betty A. Mathis, Harold F.
Recruiting and Keeping Women Engineering Stu-

Pub Date Jun 75

Note-20p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-

Education (Colorado State University, Pt. Col-lins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Engineering Education, *Erroll-ment Influences, *Females, *Higher Education, *Recruitment, Surveys, Womens Education

This paper presents a survey of the techniques used by 29 engineering colleges that have been successful in recruiting and retaining women engineering students. Eight techniques are described publicizing techniques, counseling efforts, hiring women faculty, and recruiting at the high school level. (MLH)

ED 118 384

Schultz, Ronald G. Needs and Trends of Off-Campus Graduate Programs in Ohio. Pub Date Jun 75

Note—IIp.; Paper presented at the Annual Meeting of the Amernican Society for Engineering Education (Colorado State University, Ft. Colins, Colorado, june 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Programs, Engineering, *Engineering Education, *Graduate Study, *Engineering Education, *Graduate Study, Higher Education, Off the Job Training, *Professional Continuing Education, Program Descriptions
Identifiers—*Off Campus Programs
A description is given of the history and cur-

rent status of graduate level engineering courses and degrees at Ohio locations not readily accessiand degrees at Onio locations not readily accessi-ble to existing private or public institutions. Recent demands for additional off-campus pro-grams are due in part to the need of established engineers to study new areas at the advanced level. Ohio locations that offer branch campus or industrial stip engineering industrial site engineering programs are identified, and descriptions are given of various teaching methods used in these programs. (MLH)

Mack, Donald R.

The General Electric Advanced Course in En-Pub Date Jun 75

Note—8p.; Paper presented at the Annual Meet-ing of the American Society for Engineering

ing of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors— "Cooperative Programs, "Course Descriptions, Educational Programs, Engineering, Engineering, Education, "Inservice Education, "Professional Continuing Education," tinuing Education

A three-year, in-house engineering course of-fered to selected General Electric Company engineers is discussed. It is designed to develop the ability to identify and solve real engineering problems. The course may be taken concurrently with college courses in a cooperative program that can result in a graduate degree in engineering. (MLH)

ED 118 386 White, Charles V. Corrosion Engineering.

SE 020 183

Corrosion Engineering.
Pub Date Jun 75
Note—15p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Occasional marginal legibility in Appendix B
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Adult Education, "Cooperative Education, "Course Descriptions, Curriculum, Engineering Education, "Engineers, Inservice Education, "Professional Continuing Education dentifiers—"Corrosion, General Motors Institute Education, *Professional Continuing Education Identifiers—*Corrosion, General Motors Institute

A description is provided for a Corrosion and Corrosion Control course offered in the Continuing Engineering Education Program at the General Motors Institute (GMI). GMI is a small cooperative engineering school of approximately 2,000 students who alternate between six-week 2,000 students wno atternate between six-week periods of academic study and six weeks of related work experience in their sponsoring plant. The corrosion course provides the students with an intermixing of chemistry, metallurgy, and polymer science as it applies to degradation of materials. The format of the course and sample topics are described (MMI) topics are described. (MLH)

Pub Date Jun 75

Note-13p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cooperative Education, Engineer-ing, *Engineering Education, *Higher Education, *Laboratorie *Student Projects *Laboratories, Laboratory Techniques, Identifiers-*Engineering Materials, General Mo-

tors Institute

The laboratory phase of a materials course at the General Motors Institute is described. In the first six weeks of the laboratory, each student works individually to learn laboratory techniques; the last six weeks the students work in teams of two on a project. The students are responsible for writing a project proposal and a project evaluation. (MLH)

ED 118 388

SE 020 185

Kumar, K. S. P. A Program in Social Sciences for Engineering Stu-

Pub Date Jun 75

Note—13p.; Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Curriculum, Degree Requirements, Educational Programs, *Engineering Educa-tion, *General Education, Higher Education, *Liberal Arts, Program Descriptions, *Social

A set of programs in liberal education designed to enhance the social dimensions of engineering education is described. This program requires a minimum of 36 quarter credits in the broad categories of English Composition (8-10 credits), Man and Society (12-15 credits), Artistic Expres sion (8-10 credits), and the balance from any of the above categories or from biological sciences and ecology. (MLH)

ED 118 389

SE 020 186

Gilbert, Jay Contract Learning. Pub Date Jun 75

Note-34p.; Paper presented at the Annual Meet-Note—34p.; raper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Contracts, Educational Innovation, Engineering Education, *Higher Education,

*Instruction, Performance Contracts,
*Teaching Methods
Identifiers—Empire State College
Academic work carried out through learning
contracts at Empire State College is described. Learning contracts are defined and examples are given. Faculty roles, educational advantages, and implementation methods are discussed. (MLH)

Mackson, C. J. What Foreign Graduates Think About Their U. S. Graduate Degree Programs and Experience. Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Agricultural Education, *Agricultural Engineering, Engineering Education, *Foreign Students, *Graduate Study, *Graduate Surveys, Higher Education, Questionnaires ate Surveys, Higher Education, Questionnaires
The results of a questionnaire returned by 77
foreign graduates of U.S. advanced-degree
agricultural programs are discussed. Areas
covered included how the graduates felt about
their U.S. education, what they are currently doing, and what type of assistance they need in
their current jobs. (MLH)

ED 118 391 Peckham, William T. Pritchett, Harold D.
What the Construction Industry Expects from Engineering Education.
Pub Date Jun 75 Note—12p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-

Education (Colorauo state Chins, Colorado, June 16-19, 1975) lins, Colorado, June 16-19, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage (Process), *Con-Descriptors—*Construction (Process), *Construction Industry, Curriculum, Engineering, *Engineering Education, *Higher Education, *Management Development

This paper develops a model for the Construc-

tion Industry and defines the various phases within the construction process. It is suggested that engineering education make students aware of the construction process and its divisions, and provide management training. (MLH)

ED 118 392 SE 020 201

rd, Garland K. Self-Paced Graphics with Track Options. Pub Date Jun 75

Note-18p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

*Course Descriptions, Engineering Education, Engineering Graphics, *Higher Education, Instruction, Teaching Methods

An engineering graphics course offered at North Carolina State University for freshman engineering students is described. The course is divided into 14 units and the students are allowed to proceed at their own pace. The first 11 units comprise the required core; the remaining 3 units may be chosen from other areas such as computer graphics, visual thinking, vector geometry, and graphical mathematics. (MLH)

ED 118 393 SE 020 202 Work, Clyde E. Sloan, Martha E.

Work, Lyde E. Stoan, marina E. A Study of the Awareness and Attitudes of Junior High Girls toward Engineering and Experiments with Methods of Increasing Their Awareness d Interest in Engineering. Pub Date Jun 75

Note-21p.; Paper presented at the Annual Meet-

note—21p.; raper presented at the American ing of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors-*Attitudes, *Educational Research,

*Engineering, Engineering Education,
*Femåles, Instruction, Secondary Education,
*Secondary School Students, Student Interests
Identifiers—Research Reports

This study involved approximately 1,000 girls and 300 boys from the seventh, eighth, and ninth grades of five Michigan junior high schools. The girls were randomly divided into five groups. Group A received live presentations by women engineers; Group B participated in four engineering projects; Group C received only printed materials; Group D received no special instruction, but their parents received printed materials, as did the parents of students in Groups A, B, and C; and Group E was the control group. A test instrument designed to measure awareness and attitudes toward engineering was ad-ministered before and after the study to all girl participants, controls, parents and faculty. The analysis portion of the study had not been completed at the time of this report. (MLH)

ED 118 394 SE 020 208 Feldman, Charles L.

Computers in Cardiology. Pub Date Jun 75

Note-21p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975); figure 2 (Typical EKG) in the original document is copyrighted and not available; Photographic

materials may reproduce marginally
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Cardiovascular System, Computer Programs, *Computers, Electrical Stimuli, *Heart Rate, Human Body, *Medical Treat-

The utilization of computers in the interpretation of electrocardiograms (EKG's) and vector-cardiograms is the subject of this report. A basic ction into the operations of the electrocardiograms and vectorcardiograms is provided via an illustrated text. A historical development of the EKG starts with the 1950's with the first attempts to use computers in their interpretation. Programs intended for this purpose are described, with attributes and weaknesses of each menwith attributes and weaknesses of each men-tioned. The current status of computer interpreta-tion is evaluated as being generally more reliable than human interpretive methods. Another im-portant use of the computer in patient monitoring is also described. Again, in the area of electrocardiography, the computer can detect ventricular fibrillation, an interruption of the heart's electrical stability. The computer has proven to be very effective in the detection of preliminary symptoms of ventricular fibrillation, thus lessening the demand on medical personnel to constantly me tor patients. (CP)

ED 118 395 SE 020 209 Newell, William T. And Others

Management of Interdisciplinary
Universities Faces Problems.
Pub Date Jun 75
Note. 373 p. 19-1

Note—27p.; Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Small type used in Table 1 material EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-50.83 HC-52.00 russ rostage Descriptors—Administration, "Educational Research, Higher Education, "Interdisciplinary Approach, "Literature Reviews, "Management, Personnel, Research Coordinating Units, Research Projects, "Universities In this paper certain problems and issues which can be identified from the existing literature con-

cerning the management of interdisciplinary research in the university environment are discussed. In a review of literature concerning multidisciplinary research, recurrent problems and issues were grouped into the following categories: (1) environmental issues, (2) and issues were grouped into the following categories: (1) environmental issues, (2) managerial issues, (3) behavioral issues, and (4) other miscellaneous issues. Specially, environ-mental topics relate to the university as the enmental topics relate to the university as the en-vironment of research, including its administra-tion and organizational structure. Managerial is-sues deal with those aspects of management which involve selection of personnel, supervision and control, and project evaluation. Behavioral considerations include problems concerning in-dividuality, education, and status, and the miscel-laneous extensor, if devoted to issue dealing with laneous category is devoted to issues dealing with the research process itself. A cross-reference with these issues and 25 studies concerning research management is provided. (Author/CP)

ED 118 396 SE 020 210 Larson, Allen L.

Bridging the Gap from Gates to Microprocessors in Ten Hours.

Pub Date Jun 75

Note—11p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Science, *Computer Assisted Instruction, Curriculum Development, *Engineering Education, Higher Education, In-struction, *Programed Instruction, Science Education, *Teaching Methods, *Technology Identifiers-*Educomp

toentiners—"Educomp

The advent of microprocessor technology requires that the teaching of computer basics become a part of undergraduate digital electronics courses. This paper describes a laboratory-oriented approach to basic instruction requirentees the part of the p 10 hours student study time. technique utilizes a programmed text and a small 4-bit computer, "Edcomp," designed for the purpose of teaching computer fundamentals. The approach taken, the design of "Educomp," and the topics covered in the programmed text are presented. (Author/CP)

ED 118 397 SE 020 211

Coleman, Don M.
A Case Study in Multidisciplinary Engineering
Education: Urban Systems Engineering. Pub Date Jun 75

Note-27p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975); Marginal legibility in appendices
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

escriptors—*City Problems, *Engineering Edu-cation, Graduate Study, Higher Education, *In-

terdisciplinary Approach, Internship Programs, *Masters Degrees, *Program Descriptions, Universities, Urban Areas, Utilities

A discussion of a multidisciplinary graduate degree program is presented. The Urban Systems Engineering Program is analyzed in terms of curriculum, the role of internship, faculty, and of evaluations which have been made. Appendices include entrance and degree requirements, a list-ing of student electives, and an annotated required course listing. (CP)

ED 118 398

SE 020 212

Goss, L. D. Croft, F. M.
Evaluation of Innovative Basic Graphics Instruc-Pub Date Jun 75

Note—30p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Achievement. *Educational

Research, Educational Television, *Engineering Education, Evaluation, *Graphic Arts, Higher Education, Individualized Instruction, Instruc-

Education, Individualized Instruction, Instruc-tion, Lecture, *Teaching Methods Identifiers—Research Reports

This paper describes the results of a three-way evaluation of traditional, televised, and in-dividually-paced instruction in beginning graphics courses. The purpose of the study was to deter-mine mean gain scores for students in each of the three groups. In order to disevuise the experiment. three groups. In order to disguise the experiment, no attempt was made to randomly assign subjects to groups, nor were subjects told they were participating in an experiment. Two forms of a standardized test were used in a pretest-posttest for-mat. The mean, standard deviation, scatter diagram, and regression line were calculated for each instructional group and appear in attached appendices. Histograms are used to show pretest and posttest scores for subjects in each of the groups and scatter diagrams are constructed in which lines of regression are drawn. With the use of the stardard errors of measurement for each of the instructional groups, it was found that signifi-cant achievement resulted for 73 percent of the traditional group, 78 percent of the televised group, and 59 percent of those subjected to individual instruction. Some possible explanations for these phenomena are provided. (Author/CP)

ED 118 399

SE 020 213

Standter Donald V Selected Industrial Problem. Pub Date Jun 75

Note-9p.; Paper presented at the Annual Meeting of the American Society for Engineering

ing of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—College Science, "Engineering Education, Higher Education, "Independent Study, Individual Study," Hodustry, Instruction, "Program Descriptions, Science Education, "Student Projects dent Projects

An independent study course in which students investigate industrially-related topics is described. The outline of the course, from selection of the research topic, progress reports, to evaluation of the students' work is provided. Merits of this ex-perience have been evident for students in later attempts to locate employment. An appendix lists some research project titles which have been used in the program. (CP)

ED 118 400

JMI

SE 020 214

Clum, James A. Loper, Carl R., Jr. Recycling Technology: Can It Be Taught? Pub Date Jun 75

Note-20p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors. *College Science, Curriculum Development, Engineering Education, *Engineering Technology, Higher Education, Instruction, *Metals, Natural Resources, *Program Descriptions, *Recycling This paper describes the content of a seminar-

type engineering course dealing with materials reutilization (recycling). The course, consisting of lecture and discussion by various faculty and out-side experts as well as student presentations of research papers on recycling topics, is intended

to investigate current areas in which recycling of materials appears feasible. Subjects chosen to be investigated are examined as to the chemistry and physics involved in the recycling process, through a materials science and process engineering view-point, and concerning the economics of the situa-tion. It is indicated that this slight modification of the curriculum in metallurgy to recognize future concerns in the area of materials reutilization will allay the need for entirely new programs to deal with the problem. (CP)

ED 118 401 SE 020 215

ED 110 401

Lindberg, Roy A.

The Teaching of Manufacturing Engineering in India and Singapore.

Pub Date Jun 75

Pub Date Jun 75

Note—21p.; Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Photographs will reproduce marginally EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

*Descriptors—College Science, Curriculum,
*Developing Nations, *Engineering Education,
Higher Education, *Industry, Post Secondary
Education, *Program Descriptions, Science Descriptors-College Education, *Program Descripti Education, Vocational Education

Education, Vocational Education Identifiers—India, Singapore Engineering education in the countries of India and Singapore is described. The post-secondary engineering program in India is offered at 132 institutions. Admission procedures are explained, as the curriculum for students interested in production engineering. Descriptions and photographs of some final year projects are provided as a programment of some final year projects are provided. graphs of some final year projects are provided. In addition, an explanation of graduate engineering programs and the author's observations con-cerning student behavior are included. The explanation of engineering education in Singapore begins from a historical sketch of the develop-ment of the nation from 1961. During the period of 1962 to 1971, industrial employment has in-creased from 10,500 to 155,000 persons. Post-secondary education and vocational education are described, as well as the university system. At the university level, the manufacturing engineer-ing curriculum is detailed. Also, as for India, the graduate engineering programs and observations of student behavior are provided. (CP)

ED 118 402

SE 020 216

Paz. Mario Mathematical Formalities and Engineering Stu-

Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Colins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Case Studies, College Science,
*Course Content, Curriculum, *Engineering
Education, Higher Education, *Instruction, Instructional Materials, *Mathematics, Teaching

The practice of utilizing mathematics instruc-tion, in which only practical engineering applications and not the pure mathematical proofs are stressed, is questioned. Three cases are presented in which students made erroneous conclusions concerning an engineering topic. In each situa-tion, the student violated a mathematical princiwhich was not evident to him because struction had dwelled only on the practical appli-cations of the formulae. (CP)

ED 118 403

SE 020 217

Nixon, John H.

Feasibility Studies for International Airport
Development in the Far East. Pub Date 16 Jun 75

Note—26p.; Paper presented at the Annual Meet-ing of the American Society for Engineering

ing of the American Society for Engineering Education (Colorado State University, Ft. Colins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Airports, *Case Studies, College Science, *Engineering Education, Feasibility Studies, Higher Education, *Instructional Materials, International Programs Identifiers—Hong Kone, Indonesia

Materias, microscipional dentifiers—Hong Kong, Indonesia
In this report, two feasibility studies for international airports in the Far East, at Jakarta, Indonesia, and at Hong Kong, are described. For each situation, questions concerning the utiliza-tion and development of available facilities, future needs, and sources of finance were among questions investigated. This paper describes steps involved in the determination of this information, as well as the actual recommendations made in the studies. (CP)

ED 118 404 SE 020 218

Webster, John G.
A Course in Medicine and Clinical Engineering for Engineers.

Note-18p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Course Descriptions, *Curriculum *Engineering, Engineering Education, *Higher Education, *Medicine Identifiers—*Biomedical Engineering

A biomedical engineering course at the Univer-sity of Wisconsin is described. The course is a comprehensive survey designed to develop the student's ability to participate in the solution of medical problems, particularly in areas involving technology. Course objectives and lecture out-lines are provided. (MLH)

ED 118 405

SE 020 219

Webster, John G.

Problems in Recording the Electrocardiogram. Pub Date Jun 75

Note-11p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-Education (Cotorado State Chiversky, L. lins, Colorado, June 16-19, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Biomedical Equipment,

diovascular System, *Engineering, Engineering Education, Higher Education, *Instruction, Instructional Materials, *Medicine

Identifiers-*Electrocardiography

The unwanted signals that arise in electrocardiography are discussed. A technical background of electrocardiography is given, along with teaching techniques that educate students of medical instrumentation to solve the problems caused by these signals. (MJH)

ED 118 406

SE 020 220

Shaw, Milton C.

Manufacturing Engineering Instruction in Great Britain, Sweden and Germany. Pub Date Jun 75

Note-17p.; Paper presented at the Annual Meet-Note—17): Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Curriculum, *Educational Pro-

Descriptors—Curriculum, *Educational Programs, *Engineering, *Engineering Education, *Foreign Countries, *Higher Education, Instruction, Manufacturing Industry, Program Descriptions

Identifiers—Germany, Great Britain, Sweden
The educational philosophy and programs for

the education of manufacturing and production engineers in these three countries are discussed. Included are curriculum standards, course con-tent, differences in prestige of the engineering profession, and the types of educational institutions offering engineering instruction. (MLH)

ED 118 407

Laffin, Charles W., Jr.

Evaluating the Performance of Non-Teaching Professionals. Pub Date Jun 75

Note-17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrator Evaluation, Coun-selor Evaluation, Educational Administration, *Evaluation, *Higher Education, *Performance Criteria, *Professional Personnel, Universities

The criteria for evaluating the performance of non-teaching professionals employed by the State University of New York are described. Included in this category are counselors, registrars, and other administrative personnel. The advantages of using this evaluation scheme are discussed, and a sample employee performance program is provided. (MLH)

Pub Date Jun 75

Note—15p.; Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Course Descriptions, Curriculum, Engineering, *Engineering Education, *Higher Education, Instructional Materials, *Technolo-

gy Identifiers—*Materials Selection, University of Florida

A course in materials selection at the University of Florida is described. The course is designed to teach the student how to select materials for to teach the student how to select materials for the construction of different types of engineering hardware and how to translate the operational requirements of engineering equipment into purchasing specifications. An outline of the course and sample problems are provided. (MLH)

ED 118 409 SE 020 223

Chiang, S. H. Klinzing, G. E. How Would That Work Back Home? Pub Date Jun 75

Note—13p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—College Programs, *Developing Na-tions, *Engineering Education, Foreign Coun-tries, *Foreign Students, Higher Education, In-

trees, *Foreign Students, Higher Education, In-struction, *Technological Advancement Identifiers—*Chemical Engineering The problem of educating foreign engineering students who will return to their home countries is discussed. Often these students are from economically underdeveloped countries, and they therefore may not be able to apply the so-histicated technologue of their educational prophisticated technology of their educational programs to the problems of their own countries. One suggestion is that these students participate in cooperative programs with industries, in order to become acquainted with a wide variety of technological problems and solutions. (MLH)

ED 118 410 SE 020 224

Chapman, Peter F.
Continuing Education - A Management Point of

Pub Date Jun 75 Note-23p.; Paper presented at the Annual Meet-

ing of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education, *Engineering Education, Engineers, *Industry, *Inservice Education, Instruction, *Professional Continuing Education, Professional Personnel Identifiers—Shell Oil Company

The approach to continuing education at the Shell Oil Company is discussed. The advantages and disadvantages of different methods of instruc-tion and different formats for continuing educa-tion are described. The impact of continuing education is assessed in relation to the following: hiring policies, career development, staff upgrading, notional policies, and retirement policies.

ED 118 411 SE 020 225

Brooks, George H. Accreditation of Industrial Engineering Programs. Pub Date Jun 75

Note—6p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Academic Standards, *Accredita-tion (Institutions), *College Programs, Curriculum, Engineering, *Engineering Education,
*Higher Education, Program Planning

*Higher Education, Program Planning Identifiers—*Industrial Engineering
The guidelines used in the accreditation of industrial engineering programs are discussed.
Changes that have taken place in engineering curriculum are described, along with the philosophy of educators in formulating industrial engineering program requirements in the areas of faculty, facilities, curriculum, administration, and scholastic work. (MLH)

ED 118 412 SE 020 226

Edmonson, Glenn V.
Biomedical Engineering: A Challenge to Educators and the Professions. Pub Date Jun 75

Note—16p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19,

1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Sciences. College Descriptors—Biological Sciences, College Science, *Engineering Education, *Graduate Study, Higher Education, Interdisciplinary Approach, *Medicine, *Program Descriptions, proach, *Medicine Science Education

Identifiers-*Bioengineering, University

The establishment and development of a graduate program in bioengineering at the University of Michigan is discussed. Included are the student entrance requirements, types of future employment for program graduates, and the philosophy underlying the choice of coursework and instructional methods for the program. (MLH)

ED 118 413 SE 020 227 Davis, Robert F. Austin, William W.
Career Guidance in Materials Engineering: The

Summer Workshop Concept. Pub Date Jun 75

Note-9p.; Paper presented at the Annual Meet-ing of the American Society for Engineering cation (Ft. Collins, Colorado, June 16-19,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Career Education, *College High
School Cooperation, College Programs, Engineering, *Engineering Education, *High
School Students, Laboratory Experiments,
Science Education, *Secondary Education,
Secondary School Science, *Summer Workshops
Identifiers—*North Carolina State University

A laboratory summer workshop in materials engineering for high school seniors is discussed. Held at North Carolina State University, the workshop is designed to enlighten university-bound, science-oriented high school students to materials science and engineering, and to con-struct communication links with high school faculty. The workshop consisted of two-hour experiments which maximized student physical involvement. Seven experiments are described.

ED 118 414

Brainard, Alan J.
Teaching Win-Win Better Prepares Students for Subsequent Experiences in Life. Pub Date Jun 75

Note-9p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Autoinstructional Methods, Educa-tional Objectives, *Educational Philosophy, *Engineering Education, *Higher Education, *Instruction, Motivation, Science Education, Student Development

Identifiers-*Personalized System of Instruction,

The psychology of competition and winning, especially in relation to learning and motivation, is discussed. The Personalized System of Instruction (PSI) approach to coursework is proposed as a means of using the winning philosophy in edu-cation. Also suggested is the inclusion into cour-sework design of a form of rhetoric developed by Carl Rogers that emphasizes cooperation, har-mony, understanding, and empathy. (MLH)

SE 020 229 ED 118 415

Perna, A. J. And Others
Process Dynamics and Control, a Theory-Experiential Approach.
Pub Date Jun 75

Note—20p; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Occasional broken type

DRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Computers, Course Content, *Course Descriptions, Engineering, *Engineer-ing Education, *Higher Education, Instruction,

*Laboratory Experiments Identifiers—*Chemical Engineering

A required senior-level chemical engineering course at Colorado State University is described. The first nine weeks are devoted to the theory portion of the course, which includes the following topics: LaPlace transformations and time conblock diagrams, inverse transformations, stants, block diagrams, inverse transformations, linearization, frequency response analysis, graphi-cal stability criteria, dead time and distributed parameters, and analog computations. The next seven weeks are devoted to computer-oriented experiments designed to complement the theoretical material. Each experiment is outlined in detail. (MLH)

SE 020 230

Juarez, John R.
Subordinate and Superordinate Science Process
Skills: An Experiment in Science Instruction
Using the English and Spanish Language with
Fifth Grade Children in Bilingual Schools. Pub Date 75

Note-183p.: Ph.D. Dissertation, University of Washington. Pages 124, 130, 133, and 145 in the appendices are copyrighted and therefore not available

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postar Descriptors - Bilingual Education, Bilingual Schools, Doctoral Theses, *Educational Research, Elementary Education, *Elementary School Science, Instruction, Languages, *Science Education, *Transfer of Training

"Science Education, "Transfer of Training Identifiers—Research Reports The purposes of this study were to determine if single language instruction was more efficacious than bilingual instruction in a science context and than olingual instruction in a science context and to investigate the transfer of learning science con-tent and process skills from one language to another. Fifth-grade children from four schools in New Mexico who had had bilingual education for at least four years were randomly assigned to one of four treatment groups, and were instructed in subordinate and superordinate units of science. Three dependent measures were administered. Two measures sampled student performance in science activities; one was administered after initial science instruction, the other at the comple-tion of the study. Measures were also ad-ministered for student language preference and attitude toward science instruction. The major finding of the study was that there were no significant differences between treatment groups receiving instruction bilingually and those having single language instruction. The students receiv-ing total instruction in English did no better on ing total instruction in English did no better on the dependent measures than those students receiving total instruction in Spanish, and stu-dents receiving instruction in both Spanish and English performed just as well as those instructed in a single language. The students showed a statistical preference for a bilingual environment as opposed to a monolingual environment.
(Author/MLH)

ED 118 417 95 SE 020 235

Gonchar, Arthur J. Gonchar, Arthur J.

A Study in the Nature and Development of the Natural Number Concept: Initial and Supplementary Analyses. Report from the Project on Children's Learning and Development. Technical Report No. 340.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency. National Inst. of Education (D. Spons Agency. National Inst. of Education (D.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Report No—WRDCCL-TR-340 Pub Date Jul 75

Contract-NE-C-00-3-0065 Note—137p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors— *Cognitive Development, Elementary Education, *Elementary School Mathematics, *Learning, Learning Theories, Logical Thinking, Longitudinal Studies, Mathematical

Concepts, Mathematics Education, *Number Concepts, *Research Identifiers—*Piaget (Jean), Research Reports

A two-phase study was designed to investigate the relationship between cognitive skills hypothesized (by Piaget) to underlie number competence, and performance on tasks requiring logical reasoning with number-related concepts. During the first phase, a battery of tasks was administered to 60 kindergarten and 60 third-grade students. These tasks were designed to assess acquisition of concepts identified as formally related to various aspects of number concepts. Tasks within a concept area were weighted according to their relative importance and degree of difficulty. Data were analyzed using contingency tables. In the second phase of the study, data were reanalyzed using a set of behavioral indices developed by Brainerd in earlier work. The results of the study support Piagetian theories of cognitive development. (SD)

ED 118 418 SE 020 239 Teaching Science in the Elementary School. Bulletin No. 276.

Montgomery County Board of Education,

Montgomery C Rockville, Md.

Report No-Bull-276

Pub Date 75

Note—185p.; Occasional light print EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Curriculum Development, *Curricu-lum Guides, Elementary Education, *Elementary School Science, Instruction, *Instructional Materials, *Program Guides, *Science Activities, Science Education, Teaching Guides
This publication provides guidelines for the operation of an elementary school (K-6) science

program curriculum. The report describes the science program which was developed and is in operation in the Montgomery County Public School District (Rockville, Maryland). An emphasis of the program is to maintain continuity between all levels of the school science curriculum. To provide this, an overview of the entire science program is presented, along with sections listing instructional activities, science materials, textbooks, and equipment for each of the three two-year "frameworks" which make up the total program. Appendices list annotated library titles under appropriate content areas as well as library resource books, textbooks, pamphlets, and teacher's guides which are most helpful to in-structors in the program. (CP)

ED 118 419 SE 020 240 Science and Technology for International Develop-ment: A Selected List of Information Sources in the United States and Bibliography of Selected Materials. Second Edition.

Cornell Univ., Ithaca, N.Y. Program on Policies for Science and Technology in Developing Na-

Pub Date Feb 75

МΙ

Note—122p.

Available from—Cornell University, Program on Policies for Science and Technology in Developing Nations, 180 Uris Hall, Ithaca, New York 14853 (\$4.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors Archives

Descriptors—Archives, *Bibliographies,
*Developing Nations, Information Sources,
*Library Collections, Literature Reviews, Science Education,

Reference Materials, *Sciences, *Technology

This report updates a previous publication with the same title, issued in March 1972. The pur-pose of these reports has been to identify and document the services of information sources in the United States which might be of use to those working on policies for science and technology in developing nations. Many of the sources noted in the original edition have been updated and, in addition, several new sources of collections and services have been added. Of the two major sections of this work, the first identifies a number of U.S.based libraries and organizations with major holdings in fields related to science and technology in developing nations along with a record of me of the smaller, more specialized collections of interest. The second section of this report is comprised of a bibliography of selected references related to the use of science and technology for development. Three main topics: (1) the transfer of technology, (2) industrializa-tion, and (3) small-scale industries are emphasized, these being different from those addressed in the first edition. (Author/CP)

ED 118 420 SE 020 248 Friesen, R. J., Ed. And Others Chem 13 News, Number 72, November 1975. Waterloo Univ. (Ontario). Dept. of Chemistry. Pub Date Nov 75

Available from—Chem 13 News, University of Waterloo, Department of Chemistry, Waterloo, Ontario, Canada N2L 3G1 (Free; a contribution of \$1.00 to help defray postal costs is welcome, but optional)

Document Not Available from EDRS

Descriptors—Book Reviews, *Chemistry, Instruc-tional Materials, *Laboratory Experiments, Newsletters, *Science Activities, Science Education, *Science Materials, Secondary Educa-tion, *Secondary School Science

This newsletter contains student experiments and demonstrations suitable for secondary chemistry instruction as well as laboratory safety tips, book reviews and several activities involving the chemistry of winemaking and crime detec-tion. Articles include those on carbon disulfide bonding, the electrolysis of sodium chloride, a simple and accurate method for the preparation of buffers, and a chemistry activity for the making of "candy canes." Numerous other shorter ars provide enrichment information for chemistry instructors. (CPI

ED 118 421 SE 020 249 Graduate Science Enrollment in Fall 1975 is Up Again for Second Straight Year. Science Resources Studies Highlights, December 31,

National Science Foundation, Washington, D.C. Div. of Science Resources Studies. Report No-NSF-75-335 Pub Date 31 Dec 75

Note-4p.; Contains print too small for adequate reporduction
Available from-ERIC/SMEAC, The Ohio State

University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan) Document Not Available from EDRS

Descriptors—Biological Sciences, College Science, *Engineering, *Enrollment Trends, *Graduate Study, Higher Education, Psychology, *Sciences lentifiers—*Na

*National Science Foundation, NSF This report is based upon the National Science Foundation (NSF) 1975 Quick Response Survey which consisted of a stratified random sample of Nilch Collisted of a strating random sample of 1,297 departments in 294 institutions (including 67 medical schools) granting a Ph.D. in science or engineering. Variables investigated were: (1) area of science, (2) full-time enrollment number, (3) part-time enrollment number, (4) type of control (public or private), and (5) level of study (first-year and beyond). Among findings of the survey were: (1) combined full-time enrollment increased four percent between fall 1974 and fall increased four percent between fall 1974 and fall 1975, after increasing nearly five percent the year before, (2) the life sciences showed another growth in enrollment, a phenomenon which has occurred since 1971, and (3) no increase or decrease was observed for enrollment in the physical and mathematical sciences, and phychology enrollment dropped - the only science to do so. Part-time enrollment increased only slightly over the level of 1974. Two-year colleges under both private and public control substantially increased enrollment. (Author/CP)

ED 118 422 SE 020 250

Science Education Newsletter No. 28.
British Council, London (England). Science Pub Date Oct 75

Note-34p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—"International Programs, Mathematics Education, Newsletters, "Projects, Publications, "Science Activities, "Science Education, Secondary Education, Secondary School Science Identifiers—*Great Britain, UNESCO
This issue, number 28 in the series, is divided

into the sections of: (1) British science activities, (2) Overseas science activities, and (3) International science activities. Presented in a newsletter format, numerous topics of interest to secondary school science and mathematics educators pertaining to British education are presented. Reon the Nuffield Information Project; instructional suggestions for the teaching of chemistry, physics, and mathematics; and other projects currently under development are included. The overseas section is devoted to news items from the countries of Kenya, the Caribbean, the Asian nations, and Nigeria. International activities include reports on several UNESCO projects, international conferences, and international organizations. (CP)

New Trends in Chemistry Teaching, Volume IV. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75 Note—159p.; Based on working papers prepared for discussion at the International Congress on the Improvement of Chemical Education (Wrocław, Poland, September 17-22, 1973) Available from—Unipub, Inc., P.O. Box 433, New York, New York 10016 (ISBN 92-3-101241-X, \$6.75)

Document Not Available from EDRS

Descriptors— *Chemistry, College Science,
Evaluation, Higher Education, *Instruction,
Program Descriptions, *Resource Materials,
*Science Education, Secondary Education,
Secondary School Science, *Teacher Education Secondary School Science, "Teacher Education Differing somewhat in format from the previous three volumes of this series, this work contains analyses of trends and problems in various aspects of chemistry instruction as presented by authors from around the world, but is printed entirely in English. Materials for this publication tirely in English. Materials for this publication resulted from a UNESCO organized International Congress on the Improvement of Chemical Education held in Wroclaw, Poland, September 17-22, 1973. The works of 13 authors appear in this publication; eight papers under the heading of "Factors affecting the design of chemistry courses and programmes," and the remainder being classified to "These," in other remainder being classified to the remainder being classif sified as "Trends in other aspects of chemical education." In its entirety, this work is intended (1) to identify and analyze present problems and recent trends in chemical education at all levels, within and outside the formal educational system, and (2) to outline a proposed four-year coopera-tive plan of action among educational organiza-tions for the further improvement of chemical education. (CP)

SE 020 270 Richmond, Doug
Metrics for Mechanics and Other Practical People.

Pub Date 75

Note—172p. Available from—Dos Reals Publishing,

Available from—Dos Reals Publishing, 2490
Channing Way, Berkeley, California 94704
(\$4.00, paperbound)
Document Not Available from EDRS
Descriptors—Auto Mechanics (Occupation),
Craftsmen, Guides, Industrial Arts, Industrial
Education, *Manuals, Measurement, *Metric
System, *Post Secondary Education, *Practical
Mathematics, *Vocational Education
This handbook on the metric system is printed
in a large type for ease of reading. It includes

in a large type for ease of reading. It includes several tables of often-used facts. A brief background of the metric system is presented, followed by chapters on metric uses with electoilowed by chapters on metric uses with elec-tricity, length, pressure, temperature, threaded fastenings, tools, torque, volume, and weight. Each chapter provides a brief background of the metric concept followed by straightforward ex-planations of how to convert between metric and U.S. measures (using multiplication only). The handbook is directed toward mechanics and other craftsmen who seek a quick solution without any craftsmen who seek a quick solution without any mathematical explanation. (JBW)

ED 118 425 Maney, Catherine M.
An Effort to Produce a Recommended List of Ele-

mentary Metric Materials.

Pub Date 1 Sep 75

Note—131p.; Maxi II Practicum Report submitted in partial fulfillment of the requirement for the cegree of Doctor of Education, Nova University; Occasional marginal legibility EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors-Audiovisual Aids, Cost Effectiveness, Elementary Education, *Elementary School Mathematics, Evaluation, *Instructional School Mathematics, Evaluation, "Instructional Materials, Mathematics Education, Mathematics Materials, Measurement, "Metric System, Program Descriptions, Research, "Resource Materials, "Textbook Evaluation The purpose of this study was to produce a list materials for metric instruction in the elements school in the Charles M. Toules School in

tary school. The Charles H. Taylor School in Boston was used as a laboratory for the collection, study, and evaluation of published metric materials. Problems inherent in the introduction of the metric system in four dissimilar elementary schools were studied. The main concerns focused on staff training and conversions, pupil incentives, and community/parental support and in-volvement. A primary administrative concern is workenent. A primary administrative concern is that of finding money to purchase texts and materials for metrication. This paper describes the preliminary steps involving suppliers, staff, community, and school personnel, as well as procedures involving faculty and students for evaluating materials and programs. The paper includes a recommended list of the metric materials and aids judged to be most worthwhile for use in the elementary school. It was also recommended that a faculty review and use the materials before ordering them; that materials be learner-tested; that resource rooms to established and materials be shared to reduce costs; and that descriptive cost-analysis lists be distributed to assist in the of cost-effective metric materials. purchase (JBW)

SE 020 275

Consumer Education in Agriculture. The Vocational Agriculture Supplement to the Consumer Education Curriculum Guide for Ohio.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 71

Note-96p.; For related documents, see ED 066 354 and SE 020 276-278

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Consumer Economics, *Consumer Education, Curriculum Development, Instruction, *Instructional Materials, Program Development, Secondary Education, *Teaching Guides, *Vocational Agriculture

The major purpose of this teaching guide is to create an awareness of the many opportunities for supplementing a vocational agriculture curriculum with needed instruction in consumer edu-cation. Following the same format as other resource supplements in this series, this publication considers (1) the economic system: (2) income procurement; (3) consumer behavior determinants; (4) consumer alternatives; (5) roles, rights, and responsibilities; and (6) community resources for consumer education. For each area, objectives, suggested learning and evaluation ex-periences, and resources are provided. Appendices include bibliographies of resource materials and model teaching plans for suggested units.

ED 118 427 SE 020 276 Occupational Work Adjustment Resource Supplement to the Consumer Education Curriculum

Guide for Ohio. Ohio State Dept. of Education, Columbus. Div. of

Vocational Education. Pub Date 71

Note-51p.; For related documents, see ED 066 354 and SE 020 275-278

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Consumer Economics, *Consumer Education, Cooperative Programs, Curriculum Development, Instruction, *Instructional Materials, Program Development, Secondary Education, *Teaching Guides, *Work Study

Activities described in this publicaiton are intended to provide suitable examples of consumer education problems to be used in occupational work adjustment programs. The overall themes of the program deal with income procurement and with spending. Student activities deal with factors involved in the attainment of a job, the methods by which wages are paid, and consumer alternatives to spending--budgeting, banking, and credit. A bibliography lists numerous sources for teacher and student reference. (CP)

ED 118 428 SE 020 277 Social Studies Resource Supplement to the Consumer Education Curriculum Guide for Ohio. Ohio State Dept. of Education, Columbus. Div. of

Vocational Education.
Pub Date 71

Note-103p.; For related documents, see ED 066 354 and SE 020 275-278

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—*Consumer Economics, *Consumer Education, Curriculum Development, Instruc-*Instructional Materials, Program Development, Secondary Education, *Social Studies, *Teaching Guides

The active involvement of students in a study of the customs, traditions, and institutionalized ways society has organized to preserve economic stability is the goal of this consumer education teaching guide. Designed for the use of social studies teachers, units are devoted to the studies of: (1) the economic system; (2) income procurement; (3) consumer behavior determinants; (4) consumer alternatives; (5) roles, rights, and responsibilities; and (6) community resources. For each unit, specific teaching topics, objectives, student activities, and resource materials are suggested. (CP)

ED 118 429 SF 020 278

Trade and Industrial Resource Supplement to the Consumer Education Curriculum Guide for Ohio.

Ohio State Dept. of Education Columbus Div of Vocational Education. Pub Date 71

Note-75p.; For related documents, see ED 066 354 and SE 020 275-277 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-*Consumer Economics, *Consumer Education, Curriculum Development, Instruction, *Instructional Materials, Program Development, Secondary Education, *Teaching Guides, *Trade and Industrial Education

This supplemental guide was developed for the purpose of assisting secondary school teachers in the teaching of trade and industrial resource-related consumer education topics. Six main units of instruction are presented: (1) the economic system; (2) income procurement; (3) consumer behavior determinants; (4) consumer alternatives; (5) roles, rights, and responsibilities; and (6) community resources. For each unit, specific teaching topics, along with objectives, student activities, and suggested resources, are provided. Selected bibliographies of books, pamphlets, periodicals, and audiovisual materials are also presented. (CP)

ED 118 430 SE 020 279

Kowalski, Stephen W.

Consumer Education in the Science Curriculum.

New Jersey State Dept. of Education, Trenton. Center for Consumer Education Services. Report No-Monograph-4

Pub Date 72 Note-30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Consumer Education, Course Descriptions, *Curriculum Development, In-Course structional Materials, *Laboratory Experi-ments, *Science Activities, Science Education, Secondary Education, Secondary Science, *Teaching Guides

In this monograph, the implementation of consumer education topics into the science curricu-lum of secondary schools is advocated. Not only is the need for such activities explained, but several suggested instructional topics are pro-vided. One area of recommended study is that of product comparison. A model outline of operation is provided, along with an example involving comparisons of shampoos. (CP)

Metric Education. Interpretive Report No. 1 George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Dec 75

Contract-NIE-C-400-75-0027 Note-15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Curriculum, Elementary School Mathematics, *Elementary Secondary Education, Guidelines, *Mathematics Education, Measurement, *Metric System, *Planning, Post Secondary Education, *Research Reviews Secondary Education, *Research Reviews (Publications), Secondary School Mathematics Identifiers-AIR, American Institutes Research, *National Institute of Education, NIE

This report reviews the findings of two projects funded by the National Institute of Education (NIE) ano conducted by the American Institutes for Research (AIR). The project reports, "Going Metric" and "Metric Inservice Teacher Traindocument the impact of metric conversion ing," on the educational systems of Great Britain, New Zeland, Australia, South Africa, and Canada in order to provide educators and other planners with guides for preparing a national conversion program. Three vital needs were identified for a successful conversion policy in the U.S.: (1) a broad-scale involvement of all major elements in early planning, (2) a committed government policy and firm schedules, and (3) continued communication and coordination as conversion progresses. Recommendations include: (1) the creation of a national evaluative body that would establish clear uniform standards for metric edu-

cational materials; and (2) a coordinated teacher

training strategy, with direct communication links with teachers and provisions for feedback on metric curriculum materials. (JW)

ED 118 432 SE 020 281

Pond. Robert B., Sr.

Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering

Education (Ft. Collins, Colorado, June 16-19,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

Descriptors—*College Science, Course Content,
*Course Descriptions, Curriculum, Demonstrations (Educational), *Engineering Education,
Higher Education, *Instruction, *Physical Sciences, Science Education, Social Problem

Described is a course designed for engineering science and natural science freshmen and open to upperclass nonscience majors entitled "Science of Modern Materials" and which has been successfully presented for several years. This paper presents the philosophy behind the course, the teaching methods employed, and the content of the course. The course has a large scope, starting with water and the decomposition of igneous earths, including wood and wood products, ce-ments, stones, vitrified products, metals and alloys glasses, plastics, semiconductors, and ending with ecological problems originated by materials generated pollution. The relation of structure and property is the theme followed through all but the ecology part of the course. This course attempts to intrigue the nonscience major by showing him how he lives with and depends on materials and how he or his representative will be responsible for laws regulating these materials in the future. In the final exam, the student must de-cide between several materials from which to erect a pole on his property on the basis of the ecological damage of maintaining the pole. The syllabus of the course indicates the demonstrations and teaching aids that were used. (LS)

ED 118 433 SE 020 282

Roberts, A. Sidney, Jr. Cooperative NASA-Old Dominion University Graduate Study and Research Program in

Pub Date Jun 75 Note-11p.; Paper presented at the Annual Meeting of the American Society for Engineering

Education (Ft. Collins, Colorado, June 16-19, EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Poscriptors. Aerospace Education, *Cooperative Programs, Curriculum Development, *En-gineering Education, Graduate Study, Higher Education, *Instruction, *Program Descrip-tions, *Research, Science Education, Scientific

Research Identifiers-Old Dominion University

This paper describes a program at Old Dominion University (ODU) which engages qualified graduate students in a professional research/design experience while simultaneously providing the academic environment for full-time study. During the two years, students are provided a stipend and tuition expenses under a study grant from the National Aeronautics and study grant from the National Aeronautics and Space Administration Langley Research Center (NASA/LRC), Hampton, Virginia. Masters students and a few Ph.D. students are selected for the program. During the second year, students engage in actual engineering research and design at NASA/LRC. Sections of the paper describe (1) the ODU interdisciplinary approach to graduate aeronautics education, combining strengths from major engineering disciplines: (2) methods from major engineering disciplines; (2) methods of student selection, study program planning, placement in NASA/LRC branches, student advisement, and research supervision; (3) degree production and current status of program; and (4) reception of the program by NASA manage-ment and engineers, the engineering faculty, and the students in the program. Evidence presented indicates that mutual benefits from the program accrue for the students, the engineering school, and the cooperating agency. (LS)

ED 118 434 SE 020 283 Peikert, F. W.

Engineering Education Projects for Improving Agriculture in Developing Countries. Pub Date Jun 75

Note-17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Agricultural Colleges, *Agricultural Engineering, *Agricultural Research Projects, *College Science, Curriculum Development, *Developing Nations, *Engineering Education, Food, Higher Education, Science Educatio3

Agricultural engineers have been working for a number of years with colleges and universities in many developing countries to improve their agriculture. Much of the activity in university development assistance has been taken over the last 20 years. The greatest portion of the support has come from USAID. Among the common problems facing the programs were: (1) the method of financing on a year-to-year basis; and (2) teaching, research, and extension were rarely under one administrative unit. The first official agreement covering a United States sponsored university contract was signed in 1952. During the next 20 years, six American universities became involved. By 1972, India had established nine new agricultural universities patterned after our land-grant institutions. The program was phased out during 1972 and 1973 at the request of the Indian government. The overall objective of the United States university contract program was to help India develop state agricultural universities with colleges of agriculture, veterina-ry medicine, agricultural engineering, home science, and basic sciences and humanities. In-sight is given as to how a College of Agricultural Engineering was established. (LS)

ED 118 435

SE 020 284

Gunderson, Norman O. The Development of a Continuing Education Program for Mid-Career Professionals.

Pub Date Jun 75

Note-30p.; Paper presented at the Annual Meet-ing of the American Society for Engineering ication (Ft. Collins, Colorado, June 16-19,

1975)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
*Cybernetics. *Educa-

Descriptors—Computers, *Cybernetics, *Educa-tional Television, *Engineering Education, *Graduate Study, Higher Education, *Inter-disciplinary Approach, Problem Solving, Science Education Identifiers—San Jose State University The Master's Degree Program in Cybernetic

Systems was proposed a decade ago as an inter-disciplinary problem-solving oriented educational effort. Implemented seven years ago, it has developed into a successful continuing education vehicle for mid-career professionals. Those venicie for mu-career professionais. Inose proposing the program recognized that without guidelines to follow, it must be developed using feedback gained from students, faculty, and professionals. As presently offered, the program is flexible and open-ended in terms of electives and these tonics foredunter, how developed and theses topics. Graduates have developed emphases in a wide range of subject matter and have applied their newly learned tools to improve their current situations or to redirect their careers. Out of the 100 graduates, about 30 have engineering backgrounds. Some of the cour-sework is delivered over instructional television (ITV) via the Association for Continuing Educa-(ITV) via the Association for Continuing Eduz-tion (ACE) and the Stanford ITV Network. It is anticipated that ACE will assume a regional leadership role in the certification and recertifica-tion of professionals. It is believed that the con-cepts of the cybernetic systems program will be extended to levels of education both below and above that of the current master's level. (LS)

ED 118 436

МΙ

SE 020 285

Johnson, John W.

The Development of a Computerized Model for Teaching Engineering Statistics. Pub Date Jun 75

Note—18p.; Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, *Engineering Education, *Higher Education, Instruction, *Mechanics (Physics), *Problem Solving, Science Educa-

Engineering mechanics is recognized as one of the core subject matter areas of most engineering and technology educational programs. The study of mechanics and particularly the applications of problem solving to rigid bodies at rest (statics) has proven to be troublesome to students. Systematic problem solving includes analysis, synthesis, and calculations. There is evidence to indicate that students gain broader insights into analysis and synthesis when freed from detailed computational method. The computerized model relieves the students of the mechanics of calculation and checks the students analysis and synthesis of a checks the students' analysis and synthesis of a broad range of statics problems on an individual-ized basis. The function and structure of the ized basis. The function and structure or une model is discussed. Two populations of students were used in testing the model. One group consisted of eight sophomore engineering students, who had completed a computer programming course. The second group consisted of 27 freshman technology students who had not completed a computer programming course. The overall attitudes of both groups were positive toward the model on the pretest. Engineering students became more positive on the posttest. Technology students became significantly negative on the posttest. It was suggested that technology students probably would have gained more from the model if they also had had to turn in problems.

ED 118 437

Liu, Henry
Teaching Fluid Mechanics to the Beginning Graduate Student--An Objective-Oriented Approach. Pub Date Jun 75

Note—21p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19,

1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Objectives, College EDRS Price Mr. 70.83 HC-\$1.167 Plus Postage Descriptors—*Behavioral Objectives, College Science, Curriculum Development, *Enginer-ing Education, *Graduate Study, Higher Edu-cation, *Instruction, *Mechanics (Physics), Program Descriptions, Science Education Identifiers—University of Missouri Columbia A premature embarkation in specialized areas

of fluid mechanics by the beginning graduate stu-dent, without having first thoroughly learned the basics, leads to learning difficulties and destroys scal for learning. To avoid these problems, many schools in the U.S. offer beginning graduate cour-ses in fluid mechanics (BGCFM). Because the success or failure of BGCFM has a profound effect on the students' subsequent learning, these courses must be planned according to specified objectives. The following include the goals of BGCFM: (1) review basic concepts; (2) in-BGCFM: (1) review basic concepts; (2) introduce new concepts; (3) survey entire field; (4) learn state-of-the-art; and (5) study necessary math. At the University of Missouri-Columbia, these goals are accomplished in a series of two courses: Fundamentals of Fluid Mechanics (1) and Hydrodynamics (II). Course I is devoted to the first two goals and Course II to the last three. The specific objectives of Course I and Course II are given. The objective-oriented instruction described involves (1) the writing of a list of goals and objectives of the course, (2) distribution of the list to students, (3) conventional teaching, and (4) reevaluation of the list at least teaching, and (4) reevaluation of the list at least once a year. (LS)

ED 118 438

SE 020 287

Henderson, Jerald M. Student Prepared Case Studies--The Missing Leg. Pub Date Jun 75 Note-33p.; Paper presented at the Annual Meet-

ing of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Case Studies, Curriculum Develop-ment, *Engineering, *Engineering Education, *Graduate Study, Higher Education, *Instruc-tion, Science Education

In the Engineering Case Program conducted by the Projects Board of the American Society of Engineering Education (ASEE), the ideal educational program is supported by: (1) content, science, and lore; lectures and programs; (2) observations of practice; case histories, plant tours; and (3) doing jobs; projects. This tripod model of engineering education requires that all three legs be present for the educational system to stand. This paper presents one way that the observation leg, the weakest element in most engineering education programs, can be strengthened. The use of engineering case studies, particularly at the graduate level, has been described as an academic/professional link which is an alternate way of defining the observation leg of the tripod. Case studies offer a way for students to learn about and empathize with the real world. At both the Berkeley and Davis Campuses of the University of California, students can choose to write a case study as a portion of their Master of Engineering program. After meeting several times with their faculty advisor and the project engineer, they write the case study. An appendix includes portions of two student prepared case studies and a list of student-written cases. (LS)

Matlock, W. Gerald Johnson, Jack D.

The Northeast Ghana Savannah Project-A Case Study in Project Design. Pub Date Jun 75

Note—25p.; Paper presented at the Annual Meeting of the American Society for Engineering cation (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors— *Conference Reports, Interagency Coordination, Interagency Planning, *Land Use, Natural Resources, *Program Design, *Program Development, *Systems Analysis

Identifiers-*Ghana This report examines a project design for land degradation problems in the northern and upper regions of Ghana. The project was jointly sponsored by the Ghana Council for Scientific and Industrial Research and the Agency for Interna-tional Development. The council is responsible for coordinating the activities of 10 independent research institutes. Furthermore, the council advises the government on the use and conservation of Ghana's natural resources and how to employ scientific research in these matters. Using a multidisciplinary, multi-institutional design, the council brought the scientific community together to study poor land use practices in the savannah regions. The Ghana project design combined organized problem-solving methodology and a multidisciplinary team approach to produce a unique resource research program. (MR)

ED 118 440 Kletsky, E. J.

SE 020 294

Simulation of Neural Firing Dynamics: A Student Project.

Pub Date Jun 75

Note—10p.; Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Colorado State University, Ft. Col-

Education (Colorado State University, Pt. Col-lins, Colorado, June 16-19, 1975; Occasional small type in figure material EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Algorithms, *Biophysics, Compu-ters, Engineering, *Engineering Education, Graduate Study, Higher Education, Neurology, *Simulation, *Student Projects, *Systems Anal-

ysis
This paper describes a student project in digital simulation techniques that is part of a graduate systems analysis course entitled Biosimulation. The students chose different simulation techniques to solve a problem related to the neuron model. (MLH)

ED 118 441

SE 020 295

Moll, Richard A. Products Liability - Engineering and the Law. Pub Date Jun 75

Pub Date Jun 75
Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Pt. Colins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Engineering, *Engineering Education, Higher Education, *Instructional Materials** *Instructional Materials**

als, *Legal Responsibility, Legislation, Manufacturing, *Manufacturing Industry, Professional Continuing Education Identifiers-*Products Liability Laws

Identitiers.—*Products Liability Laws
The fundamentals of products liability law are
provided to aid the engineer and engineering student in the design and manufacture of products
that are not only safe but also in harmony with
the demands of the law. (MLH)

ED 118 442

SE 020 296

McClain, Gerald R.

Oklahoma's Mobile Computer Graphics Laboratory. Pub Date Jun 75

Note-14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Computer Graphics, *Engineering Education, Engineering Graphics, *Higher Education, Mobile Educational Services, *Mobile Laboratories

This Computer Graphics Laboratory houses an IBM 1130 computer, U.C.C. plotter, printer, card reader, two key punch machines, and seminartype classroom furniture. A "General Drafting Graphics System" (GDGS) is used, based on repetitive use of basic coordinate and plot nerating commands. The system is used by 12 (Author/MLH)

ED 118 443 SE 020 297

Sarchet, Bernard R. Management for the Engineer. Pub Date Jun 75

Note-18p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Educational Programs, *Engineer-ing Education, Engineers, *Higher Education, Instruction, Management, *Management Edu-cation, Program Descriptions

The need for management skills in engineering The need for management skins in engineering professions is discussed. An engineering program designed to prepare students for technical management is described and compared to a typical program granting a Master's of Business Administration. Institutions with programs are listed. (MLH)

ED 118 444

SE 020 298

Rossini, Frederick A. Adoption and Adaption Strategies in World

Pub Date Jun 75 Note-20p.; Paper presented at the Annual Meeting of the American Society for Engineering

Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Development, Engineering, *Information Dissemination, *Innovation, Research, *Technological Advancement, *Technology, *World Affairs, World Problems

This paper explores the role that knowledge of the innovation process plays in advancing world development. Other factors, such as political and economic influences, are also considered. (MLH)

ED 118 445

SE 020 299

Morris, Robert G. International Technology Transfer.

Pub Date Jun 75

Note-26p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Engineering, Exports, *Foreign Countries, *Foreign Relations, *Government Role, *Information Dissemination, Politics,

Technological Advancement, *Technology
The flow of technology out of the United
States is discussed. Methods of technology flow, such as licensing and investing, are identified, and the advantages and disadvantages of technology transfer are discussed, especially in relation to the government's role. (MLH)

ED 118 446 Jendrucko, Richard J. SE 020 300

m Undergraduate Two-Course Sequence in Biomedical Engineering Design: A Simulation of an Industrial Environment with Group and Individual Project Participation. Pub Date Jun 75

Note-14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Biomedical Equipment, *Course Descriptions, *Design, *Engineering, Engineering Education, Higher Education, *N Education, Medicine, *Student Projects Identifiers—*Biomedical Engineering

The first half of a Biomedical Engineering course at Texas A&M University is devoted to group projects that require design planning and a search of the literature. The second half requires each student to individually prepare a research proposal and conduct a research project. (MLH)

SE 020 302

Hirschhorn, J. S. And Others Classroom Demonst Science/Engineering. Pub Date Jun 75 Demonstrations

Note-11p.; Paper presented at the Annual Meet-ing of the American Society for Engineering cation (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Science, *Demonstrations (Educational), Engineering, *Engineering Education, *Higher Education, *Instruction, Science Education

Identifiers-Materials Science, University of

Examples are given of demonstrations used at the University of Wisconsin in a materials science course for nontechnical students. Topics include crystal models, thermal properties, light, and corrosion. (MLH)

ED 118 448 SE 020 303 Craft, William J.

rial Solutions in Advanced Mechanics Pub Date Jun 75

Note-13p.; Paper presented at the Annual Meeting of the American Society for Engir

Education (Ft. Collins, Colorado, June 16-19, EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Algorithms, College Science, *Computers, Engineering, *Engineering Educa-tion, *Graphs, Higher Education, Instructional Materials, *Mechanics (Physics), Physics,

Science Education

A visual problem-solving technique applicable to several different classes of mechanics time-de-pendent problems is discussed. The computer is used to solve the equations of motion of various mechanical systems by one of several standard methods, and the solutions are displayed in time increments. A specific example is provided to il-lustrate this technique. (MLH)

ED 118 449 SE 020 304

Mathes, J. C. And Others Technical Communication: The Engineering Educator's Responsibility. Pub Date Jun 75

Note-19p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Communication Skills, *Engineer-ing Education, *Higher Education, *Instruc-tion, Teaching Methods, *Technical Writing, Writing Skills

Three possibilities are discussed for providing communications skills to engineering students. In preference to having the English department teach technical writing to engineers, with either total or partial control of methodology, the authors recommend that engineering educators undertake the task themselves. (MLH)

ED 118 450 SE 020 305

Kruse, Ronald And Others Interdisciplinary Research Teams as Status Systems Pub Date Jun 75

Note—18p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Engineering, *Group Structure, *Interdisciplinary Approach, Organizational Effectiveness, *Organizational Theories, *Research, Research Committees, *Responsibility, Status

The organizational aspects of interdisciplinary research teams are discussed in terms of the way the following responsibilities are distributed over team members: assigning jobs, allocating resources, controlling communication, and evaluating the output of others. Suggestions are made for overcoming problems that arise from the inconsistent or indefinite assignment of responsibility in interdisciplinary teams. (MLH)

ED 118 451

SE 020 307

Kanter, Manuel A. Nuclear Materials Safeguards - Manpower Needs. Pub Date 18 Jun 75

Note—12p.; Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Marginal Legibility

Available from-ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Columbus, Ohio 43212 (on Ioan)
Document Not Available from EDRS
Descriptors—College Science, *Curriculum
Development, Energy, *Engineering Education,
Higher Education, Instruction, *Manpower
Needs, Nuclear Physics, Radiation, Safety,

Needs, Nuclear Physics, Radiation, Safety, Science Education Identifiers—*Nuclear Energy
Nuclear safeguard systems, their operation and implications for future manpower needs, and the need for these topics to be integrated into the engineering education curriculum, are focused on in this paper. The elements of a safeguard system and factors influencing the selection of a particular system are presented Projections concerning. lar system are presented. Projections concerning the use of nuclear Power in the 1980's are cited as evidence of the need for engineering courses specializing in this area. The author states that while all engineering students should receive a "general orientation" to the topic, the low number of engineers electing nuclear materials safeguards as a profession will limit the feasibility of semester courses in materials and safeguards to a few institutions which are strong in the teaching of the nuclear fuel cycle and fuel management. (CP)

ED 118 452

Barquest, James M. Schmalzel, John L.

Dynamic Testing and Evaluation of Pressure

Transducer-Catheter Systems: A Student Pro-

Pub Date Jun 75

Note—30p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-50.83 HC-\$2.06 Plus Postage

Descriptors—*Biology, College Science, Course,

EDRS Price MF-50.83 HC-52.06 Plus Postage Descriptors - Biology, College Science, Course Descriptors, Curriculum Development, *En-gineering Education, Higher Education, In-structional Materials, *Instrumentation, *Laboratory Experiments, Science Activities, Science Education, *Veterinary Medicine Described are four demonstration/participation Inhoratories in which students analytically and or

Described are four demonstration/participation laboratories in which students analytically and experimentally evaluated various catheter-transducer blood pressure measurement systems. The activities were included in a graduate level course entitled "Theory and Techniques of Bioinstrumentation," taught by the Department of Electrical Engineering and the College of Veterinary Medicine at Kansas State University. (Author/CP) (Author/CP)

ED 118 453 Nash A H

SE 020 309

Improving Accuracy of Assessment Procedures.

Improving Accuracy of Assessment Procedures.
Pub Date Jun 75
Note—28p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Occasional marginal legibility in Figure 3-7
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement, College Science, *Computer Programs, Engineering Education, *Evaluation, *Grades (Scholastic), Higher Education, Science Education, *Student Evalua-tion, *Vocational Schools Identifiers-*Western Australian Institute of

Technology
A review of the grading practices of various departments in the Western Australian Institute of Technology is the topic of this paper. The study was initiated in 1969, when an examination of scores given by various departments revealed a large year-to-year fluctuation. It was noted that some departments consistently graded higher than others. A historical account of the study, with graphs showing the grading inequities, is provided. The inception of a "standard grading distribution" and problems which resulted from its implementation are also described. Due to the number of arbitration situations in which students questioned their grades, a computer program was

developed which made examination and student academic information available to arbitrators. The author states that his addition of an easily accessible information network has greatly in-creased the efficiency of the grading system. (CP)

ED 118 454 Findley, M. E. SE 020 310

Appropriate Programs for Foreign Students in U.S. Chemical Engineering Curricula.

Pub Date Apr 75 Note—17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Chemistry, College Science, Course Content, *Curriculum Development, *Developing Nations, *Engineering Education, *Foreign Students, Higher Education, Program

Descriptions, Science Education
Chemical engineers in developing countries may need abilities in a number of diverse areas including management, planning, chemistry, equipment, processes, politics, and improvisation. Chemical engineering programs for foreign stu-dents can be arranged by informed advisers with student input for inclusion of some of these areas in addition to reasonable technical knowledge for work in developing countries. (Author/CP)

ED 118 455

Hale, Francis J. The Status and Future of Aerospace Engineering Education in Turkey. Pub Date Jun 75

Note-10n: Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Aerospace Education, *Aerospace Industry, Aerospace Technology, Aviation Technology, *College Science, Curriculum Development, *Developing Nations, Engineer-ing Education, Higher Education, *Program Development, Science Education Identifiers—*Turkey

There is no aerospace industry in Turkey, and the level of operational activity is low even though the potential for the exploitation of aviation is high. The government of Turkey hopes to establish an aircraft factory in conjunction with a foreign contractor and is aware of the need for derospace engineering education. This paper describes the efforts and plans of the Middle East Technical University to develop a phased and evolutionary curriculum that will satisfy the needs and priorities of the country. (Author)

SE 020 312

SE 020 313

Nachtigal, Chester L. And Others A Design Philosophy for Instrumentation Equip-ment in a Dynamic Systems and Measurements Laboratory. Pub Date Jun 75

Note-27p.: Paper presented at the Annual Meet-

Note—27p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)
EDRS Price MF-50.83 MC-\$2.06 Plus Postage
Descriptors—College Science, *Course Descriptions, Curriculum Development, *Electraics, Engineering Education, Instruction, *Instrumentation, *Laboratory Equipment, *Measurement Science Education Undergraduate Studyneering Science Education Science Science Science Science Science Science Science Science S ment, Science Education, Undergraduate Study A program designed to increase studnet in-A program designed to increase studiet in-terest and provide motivation in a third-year systems and measurements laboratory in mechanical engineering is provided. The philosophy of the course, instructional techniques, equipment design (including sche-matics and photographs) suggested activities and matics and photographs), suggested activities, and student reactions to the course are presented. An elimination of much "black box" electronic equipment in favor of transparent, simple, yet

ED 118 457

Williams, J. D. Continuing Education -- A Management Point of View.

functional, laboratory equipment is advocated.

Pub Date Jun 75

JMI

Note-10p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Adult Education, Apprenticeships, *Engineering Education, Independent Study, *Industrial Education, Industry, Management Education, *Obsolescence, Program Descriptions, Science Education, *Technical Education

The needs for continuing engineering education to avoid technical obsolescence and the programs offered by one company to fill this need are discussed. Ten educational alternative programs of the Sandia Laboratories, Albuquerque (New Mexico) are described (CP). Mexico) are described. (CP)

SE 020 314

Kersten, Robert D. Hartman, J. Paul Engineering Manpower: Supply and Demand Is-

Note—17p.; Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975); Occasional marginal legibility
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, College Science, Curriculum Development, *Degrees (Titles), *Employment, *Engineering Educa-tion, Higher Education, *Industrial Training, Labor Supply, *Manpower Needs

This paper provides a review of pertinent statistical information related to supply and de-mand, a consideration of "forcing" factors in supply/demand analyses, a discussion of training versus task requirements as related to job per-formance, a presentation of a tentative "engineering occupations" model, and an emphasis on definition of the various elements of the engineering manpower spectrum. (Author/CP)

ED 118 459 SE 020 315 Chapman, Gary T.

A Resident Engineer.

Pub Date Jun 75 Note-30p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-

lins, Colorado, June 16-19, 1975); Occasional light print
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Education. *College Descriptors—Aerospace Education, *College Science, Curriculum Development, *Engineer-

ing Education, Higher Education, *Industrial Personnel, Industrial Relations, *Industrial Training, *Instruction *Industrial * This paper examines the work of resident en-gineers in a university setting. The need for engineers with industrial experience is established, and the benefits of using resident engineers in training programs are cited. Attributes and problems associated with the practice are studied from the viewpoints of industry, government, universities, and the engineer himself. (CP)

ED 118 460

Hull, David G. Fowler, Wallace T. Program Fighter - An Evaluation.

Note—17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Promittee: *Agreement Education** College.

Science, *Computer Assisted Instruction, College Science, *Computer Programs, Course Descriptions, *Engineering Education, Higher Education, Instruction, *Instructional Materials, Teaching

Described is a computer program for the sizing of subsonic and supersonic fighters which has been adapted for use in an aerospace engineering design course. Following a description of the program, an evaluation of its use in the university is presented. It is concluded that computer programs for the conceptual design of grams for the conceptual design of aerospace vehicles can play a very important part in design education. First, they give the students an overview of the conceptual design process, and second, they illustrate the capabilities of computers in design. The latter is becoming more important as time govern because industrial in the process. portant as time goes on because industry is mov-ing in this direction. (Author/CP)

ED 118 461 SE 020 361 Bellamy, Lynn

Evolution in an Integrated Program.

Pub Date Jun 75

Note—13p., Paper presented at the Annual Meet-ing of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19 1975); Occasional light print EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Science, Conference Reports, *Educational Programs, Engineering, *Engineering Education, *Higher Education, Management Education, *Program Descriptions of the Program Pro tions, Science Education Identifiers-*Saudi Arabia

A description is given of a bifurctional, integrated Chemical Engineering program at The College of Petroleum and Minerals in Saudi Arabia. The Program and the institution have evolved from a highly technical and specialized orientation to one that can be characterized as a based, management orientation. synthesis is given of the reasons for the evolution and the potential impact of the evolution on training foreign students in the United States. (MLH)

ED 118 462 SE 020 362

Venkata, Subrahmanyam S Professional Engineering Education in India. Pub Date 16 Jun 75

Note-21p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Col-lins, Colorado, June 16-19, 1975): Occasional marginal legibility
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Curriculum, Educational Programs, *Engineering Education, Engineers, *Higher Education, *Instruction, Professional Education, Programs ldentifiers—*India

All asPects of professional engineering in India are discussed, including the structure of basic, technical and professional education, the pattern of engineering curriculum, the role of professional societies, the role of industries, and recommendations and conclusions. Comparisons are made between these aspects and those now existing in the United States. (MLH)

Allen, Clayton H. Interest and Motivation Lead Good Teaching. Pub Date Jun 75

Note—24p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

lins, Colorado, June 16-19, 1973)
EDRS Price MF-50.63 HC-\$1.67 Plus Postage
Descriptors—*Acoustics, *College Science,
*Course Content, *Effective Teaching, Engineering Education, Higher Education, Instruction, Motivation, Physics, Science Educa-

struction, Motivation, Physics, Science Educa-tion, Teaching Methods
Effective ways to teach the science of acoustics to non-engineering students are presented and discussed. Topics include the physics of sound, sound wave phenomena, and noise control. (MLH)

SE 020 413

ED 118 464 West, Doris K.

Basic Research in One Phase of Competency Development in the Preservice Training of Elementary Science Teachers.

Note—22p.; Occasional light print EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Research, Elementary School Science, *Elementary School Teachers, Higher Education, Instruction, *Performance Based Teacher Education, *Preservice Educa-tion, Science Education, *Science Teachers Identifiers-Research Reports

Presented is a description of a research project related to the use of two modes of instruction, the abstract mode and the applied mode, and gains made from them. A secondary purpose of the investigation was to compare student gains according to area of interest. The writer selected one of the processes of science, the process of measuring, which she considered basic to the new approach in the teaching of elementary science. Preservice elementary school science teachers participated in the study. Data were secured from four elementary science education methods classes. The curriculum, Science - A Process Ap-proach, was used for the instructional materials in the study. The testing portion of the study

represents all of the competencies included in the Process of Measuring of the entire program. Tests were constructed and administered. Difference scores were obtained between pretest and posttest administration. It was determined that students enrolled in the methods classes gained more competence from an applied mode of instruction than from an abstract mode. The classification level of students caused no significant difference in learning outcomes as related to the process of measuring. Science oriented students make more significant competency gains by both methods than language art or social studies students. (EB)

SO

ED 118 465 95 SO 008 489

Superka, Douglas P. And Others
Values Education Sourcebook: Conceptual Ap-

proaches, Materials Analyses, and an Annotated Bibliography.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder,

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date 76

Note-262p.; For related document, see ED 103

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (order SSEC Publication No. 176, \$10.95, prepayment or purchase order)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage secriptors—*Annotated Bibliographies, Classification, Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, Instructional Materials, Learning Activities, *Moral Development, Resource Guides, Social Sciences, *Social Studies, Teacher Education, Descriptors—*Annotated

Teaching Techniques, Typology, *Values
This is a resource guide for teachers, curriculum coordinators, curriculum developers, teacher trainers, and other educators interested in values education. The volume is the revised and expanded edition of ED 103 284. An introduction panded edition of ED 103 284. An introduction outlines and explains the guidelines used to formulate and organize the analyses of values educational materials. Chapter one presents an overview of the typology of values education approaches developed in the earlier publication and three procedures designed to help users apply the analytical system. Chapters two through six contain the analyses of curriculum resources. Each chapter focuses on one of the five values education approaches: inculcation, moral development, analysis, clarification, and action learning. Each is divided into three sections: a detailed explanation of the approach, analyses of student materials reflecting the approach, and analyses of teacher materials reflecting the approach. Chapter seven describes and explains two other approaches to values education--evocation and union--for which there are few curriculum materials presently available. These two approaches are explained in terms of their rationale, purpose, and methods. In addition, sample learning activities and educa-tional programs related to these two approaches are discussed. An annotated bibliography of over 400 materials and resources concludes the document. (Author/JR)

ED 118 466 SO 008 648

Pyle, Gerald F., Ed.
Ohio Geographers: Recent Research Themes.
Volume Number 1: 1973.

Akron Univ., Ohio. Dept. of Geography.

Pub Date 73

Note-97p.; For related documents, see SO 008 649 and 650

Available from-Department of Geography, University of Akron, Akron, Ohio 44325

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Climatic Factors, Essays, Geographic Concepts, Geographic Regions, "Geography, Geography Instruction, Higher Education, "Human Geography, Land Use, Parks, "Physical Geography, Road Construction, "So-

cial Science Research, Space Orientation, The-matic Approach, Urbanization

matic Approach, Croanization Identifiers—Ohio Eight professional geography research papers benefit at the Geography Section of the 1973 annual meeting of the Ohio Academy of Science are provided. The specific topics of concern are the decimal service to the quantity. range from methodological essays to the quantitarange from methodological essays to the quantitative analysis of historical geographic information. The titles of the papers are (1) An Attempt at Reform in Regional Geography; (2) A Climatic Model of the Everglades Drought; (3) A Case Study of Lake Effect Snow Squall Precipitation in Northern Ohio: November 22, 1971; (4) Insolation Climate and Lithen Tonography; (5) The tion Climate and Urban Topography; (5) The Structure of Geography: A Revised Version; (6) Policy Implications of the Distribution of Hamil-ton County, Ohio Park Users; (7) New Towns: Greenbelt, Maryland Thirty-five Years Later; and (8) A Network Analysis of the Roman Roads of Britain. (DE)

ED 118 467 SO 008 649 Roder, Wolf, Ed. Shelton, Marlyn L., Ed.
Ohio Geographers: Recent Research Themes
Volume Number 2: 1974.

Cincinnati Univ., Ohio. Dept. of Geography.

Pub Date 74 Note-98p.; For related documents see SO 008 648 and 650

Available from—Department of Geography, University of Akron, Akron, Ohio 44325 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—Area Studies, Cross Cultural Studies, Ecology, Geographic Concepts, *Geography, Higher Education, *Human Geography, Land Use, Map Skills, *Physical Geography, Research, *Social Science Research, Soil Science Identifiers-Ohio

Ten professional geography research papers presented at the Geography Section of the 1974 annual meeting of the Ohio Academy of Science are provided. Six of the papers may be considered to fall under the broad classification of human geography, two others are about physical geography, while the remaining two seek to im-prove the craft of modern cartography. The titles of the ten papers are (1) A Factorial Ecology of Cincinnati's Black Residential Areas; (2) Structural Bases of Sex Ratios in India; (3) Cannonical Analysis of Crime and Their Socioeconomic In-Analysis of Crime and Their Socioeconomic indicators; (4) A Spatial Perception Study of Cincinnati: A View from Newport; (5) Black Caribs in Two Societies: Differential Acculturation Rates; (6) The Ejido System in Mexico: An Example of Agrarian Reform; (7) Some Interrela-tionships of Parent Materials, Soils, and Land Use in Lancaster County, Pennsylvania; (8) The Use of Factor Analysis in the Production of Soil Resource Maps for Regional Planning Studies; (9) Preliminary Investigations of the Dispersal of Air Contaminants over the Northeast District of Ohio; and (10) An Urban Atlas, or Only Computer-Mapping: Which Way Should Geographers Go? (Author/DE)

ED 118 468 SO 008 650

Harmapp, Vern, Ed.
Ohio Geographers: Recent Research Themes.
Volume Number 3: 1975.
Akron Univ., Ohio. Dept. of Geography.
Pub Date 75

-89p.; For related documents, see SO 008 648 and 649

Available from—Department of Geography, University of Akron, Akron, Ohio 44325 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Cultural Interrelationships, Ecology, escriptors—Cultural Interrelationships, Ecology, Energy Conservation, Environmental Research, Geographic Concepts, *Geography, Higher Education, *Human Geography, Land Use, *Physical Geography, Racial Distribution, *So-cial Science Research, Soil Science, Urbaniza-

Identifiers-Ohio

Tight professional geography research papers presented at the Geography Section of the Ohio Academy of Science annual 1975 meeting are provided. The papers examine various aspects of the environment, energy distribution, cultural and geographic change, and ethnic distribution. The titles of the eight papers are (1) Racial and Ethnic Redistribution in Denver, Colorado: 1960 and 1970; (2) A Synthesis of Conflicting Value Premises: Industrialization and Pestoration in the Venetian Lagoon; (3) Options for Environmental Farming in Northwest Ohio; (4) Soils as a Link in an Environment Monitoring Chain; (5) An Examination of Electric Demand by Geographic Units; (6) Selected Aspects of "Fair" Competition within Ohio; (7) Settlement Convergence and Residual Cultural Effects in South Central Ohio: and (8) An Initial Survey on Urban En-Ohio; and (8) An Initial Survey on Urban En-croachment and Farming in Wayne County, croachment and Farming in

ED 118 469 SO 008 701

Bunch, Ralph
Political Orientations: Comparing Japanese in
Portland and Japan. Pub Date 75

Note—12p.; Paper presented at the Conference of the Asian Studies on the Pacific Coast Eart-West Center (Honolulu, Hawaii, 1975)

west Center (Honolius, Tawan, 1975)
Available from—Ralph Bunch, Political Science
Department, Portland State University, Portland, Oregon 97207 (\$1.00)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Asian Americans, Comparative Analysis, Democratic Values, Environmental Influences, Family Influence, Generation Gap,

Influences, Family Influence, Generation Gap,

"Japanese Americans, "Political Attitudes,

"Political Influences, Political Science, "Political Socialization, Social Science Research
Identifiers—"Japan, Oregon (Portland)

The purpose of this study is to compare data
on sample groups of Japanese, Japanese Americans, and Americans from three separate sources to determine political orientations and the so-cialization influencing the Japanese Americans' attitudes. The study ascertains whether the socialattitudes. The study ascertains whether the social-geographical environment or the family and other primary groups influence the orientations of Japanese Americans. Inquiry was limited to attitudes about majority rule and minority rights. Questions asked were: (1) what are the relative proportions of support for democratic precepts among Japanese, Japanese Americans, and other Americans; and (2) are the age/generation differences within these three groups similar in direction and extent. Although there are strong similarities in orientations, it was found that elder Japanese Americans are more like their coborts Japanese Americans are more like their cohorts in Japan than like Americans, but that younger Japanese Americans are more "American" than a cross section of non-Japanese Americans. Thus, it seems that cultural predispositions to political behavior are transferred through the family and other primary groups or socialization agents. Also, orientation discrepancies are due probably to generational differences rather than environ ment. (Author/ND)

ED 118 470 SO 008 827 Palm, Charles Paim, Charles
Government of the Indian People. Indian Ethnic
Heritage Studies Curriculum Development Project, 1974-75.
South Dakota State Div. of Elementary and
Secondary Education, Pierre.

Spons Agency—Bureau of Postsecondary Educa-tion (DHEW/OE), Washington, D.C. Div. of International Education. Pub Date 75

Note—54p.; For related documents, see ED 116 995-998 and SO 008 828; Some pages may not reproduce clearly EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*American Indians, Class Activities, Creative Writing, *Ethnic Studies, Descriptors— "American Indians, Class Activities, Creative Writing, "Ethnic Studies, "Governance, Guides, Interdisciplinary Ap-proach, Intermediate Grades, Junior High Schools, Lesson Plans, Role Playing, Social Studies, Social Values, "United States History Identifiers—Elementary Secondary Education Act Title IX, ESEA Title IX, "Ethnic Heritage Stu-

dies Program Intended for students at the intermediate and junior high grades, this interdisciplinary unit con-tains seven lessons on the history of the government of Indians. Each lesson includes its objectives, activities, and evaluation. The activities consist of values clarification exercises, role playing, and creative writing. It is necessary that the lessons be taught in order so that students can understand the time line of the past, transition period, and present. Topics covered in the unit are The Great Confederacies, Treaty Period 1789-1871, Reservation Period 1871-1887, Allotment Period 1887-1934, Reorganization Period 1934-1953, Termination Period 1953-1970, and Self-Determination Period 1970-present. Materials for some of the activities are reproducible as student handouts. An accompanying cassette tape is available from Audiovisual Center, Black Hills State College, Spearfish, South Dakota 57783 (\$1.50). (ND)

ED 118 471

SO 008 828

Palm, Charles
Social Life of the Indian People. Indian Ethnic
Heritage Studies Curriculum Development Project, 1974-75. South Dakota State Div. of Elementary and

Secondary Education, Pierre.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of

International Education.

Pub Date 75

Note—95p.; For related documents, see ED 116 995-998 and SO 008 827; Several pages may

not reproduce clearly

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—*American Indian Culture, *American Indians, Class Activities, Creative Writing, *Ethnic Studies, Guides, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Lesson Plans, *Social Life, Social Studies, Social Values

Identifiers—Elementary Secondary Education Act
Title IX, ESEA Title IX, *Ethnic Heritage Stu-

This unit on the social life of the Indian people covers aspects of their values, leadership, music, dancing, art, games, and fun. Intended for students at the intermediate and junior high grades, the interdisciplinary unit contains eight lessons which can be taught in any order or separately. Each lesson lists its objectives, activities, and an evaluation. The activities include values clarification exercises, creative writing, and arts and crafts projects. Many are planned so that students can relate to the past. Titles of the lessons are The Indian Way of Gaining Importance among the People, The Indian Way of Leadership, Expression of Life in Dancing, Expression of Life in Dancing, Expression of Life in the Out-of-doors. Materials for some of the activities are reproducible as student handouts. The accompanying cassette tape is availa-This unit on the social life of the Indian people douts. The accompanying cassette tape is available from Audiovisual Center, Black Hills State College, Spearfish, South Dakota 57783 (\$1.50). (ND)

ED 118 472 SO 008 839

Lindmark, Joyce A.
Identifying and Controlling the Effects of Biases in Criminal Trials by Jury. Pub Date Dec 75

Note-12p.; Paper prepared for annual meeting of Speech Communication Association (Houston, Texas, December 1975)

(Houston, Lexas, December 1975)
EDRS Price MF-50.83 HC-\$1.67 Plus Postage
Descriptors—*Bias, *Court Litigation, Court
Role, Courts, *Criminal Law, *Discriminatory
Attitudes (Social), Due Process, *Equal Protection, Justice, Laws, Lawyers, Legal
Problems, Speeches

MΙ

Three changes in trial procedure are proposed minimize the effects of individual juror bias and those biases that are artifically induced by and those biases that are artificially induced by lawyers. Since certain personality types are likely to maintain whatever prejudices they bring to court, no one should be exempted from jury duty unless he is mentally retarded or physically in-capacitated in a way that makes jury service im-possible. This would not eliminate juror bias but would broaden the venire in order to more accu-rately reflect the biases of the total community. Second, since most jurors have a verdict in mind before they leave the jury box, unanimous ver-dicts should be eliminated. This would decrease the effect of individual biases of either the majority or minority in jury deliberations. Third, lawyer-derived biases may be eliminated by doing away with both cause and peremptory challenges. Too often lawyers use jury selection as means to seat jurors who have biases favorable to their side seat jurols who have blacks prospective ju-rors learn to give the "right" answer, glossing over their actual feelings. (Author/DE) swer, glossing

ED 118 473 SO 008 848 The Use of Social Studies Concepts in Curriculum Development. Revised.

Pennsylvania State Dept. of Education, Har-risburg. Bureau of Curriculum Services.

Pub Date 75

Note—30p.; For original version of this document, see ED 081 706 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Affective Objectives, Anthropology, Cognitive Objectives, *Concept Formation, *Curriculum Development, Economics, Elementary Secondary Education, Generalization, Geography, History, *Intellectual Disciplines, Interdisciplinary Approach, Models, Political Science, Psychology, *Social Sciences, *Social Studies, Sociology

This publication, a revised edition of ED 081 706, contains a conceptual framework for social studies curriculum development. The social science disciplines--anthropology, economics, geography, history, political science, psychology, and sociology--are considered resources for and sociology-are considered resources for providing the key concepts, insights, and methods of inquiry enabling students to gain a better un-derstanding of present and past societies and cul-tures. The framework, which comprises the major portion of the document, provides the following information on each discipline: (1) the major cognitive concepts, (2) a list of generalizations or ideas around which the concepts can be or-ganized, and (3) an example to illustrate the development of a single concept into per-formance objectives and suggested teaching strategies. A model, showing how to develop an interdisciplinary unit on Poverty in America, ci-ties concepts, skills, performance objectives, and suggested teaching strategies for accomplishing the objectives. The document also contains a brief list of affective concepts and a list of social studies processes. Although much of the material in this document duplicates that of ED 081 706, a few new concepts for most disciplines have been added. The section on psychology has been completely rewritten, and the section on the development of an interdisciplinary unit has been heavily revised. (RM)

ED 118 474

SO 008 854

Nelson, Jack L. On the Study of Nationalistic Education. Pub Date 75

Pub Date 75
Note—18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Citizenship, "Democratic Values,
Educational Research, Elementary Secondary
Education, "Nationalism, Political Attitudes,
Political Issues, "Political Socialization,
"Research Needs, "Social Studies, Speeches,
Values

This paper proposes that research and scholarship regarding nationalistic education be en-couraged in order to increase our understanding of this form of values education. Nationalistic of this form of values education, Nationalistic education, defined as those educational activities designed to develop a belief in national values, usually incorporates three dimensions: (1) development of positive feelings toward those rituals, ceremonies, symbols, and persons which express or incorporate national values; (2) development of competency in operating as a national citizen; and (3) development of negative feelings toward countries, ideologies, symbols, and persons which are considered contranational. Since all three aspects are value laden, their uncritical indoctrination for national ideals must not be left unexamined. Some of the studies conducted in this field and suggestions of several kinds of research that can contribute to this study are described. These include historical research, current documents study, text and materials analysis, censorship investigation, sociopsychological instrument development and use, interviews, and longitudinal attitude studies. (Author/DE)

ED 118 475

Meyers, B. David

"Regional Crisis": A Simplified Teaching Simula-

Pub Date Nov 74

Note-21p.; Paper presented at the annual meeting of the Southern Political Science Associa tion (New Orleans, Louisiana, November 9-11,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Conflict Resolution, Decision Making, *Foreign Policy, Foreign Relations, Higher Education, *Middle Eastern Studies, *Political Science, Secondary Education, *Simulation, Teaching Techniques, *World Problems

A simulation designed for an introductory college-level international politics and comparative foreign policy course is described. Regional Crisis student decision-maker diplomats. grouped in teams, to respond to a Middle Eastern crisis that has substantial potential for escalation. In response to an initial crisis scenario, student teams representing various Middle Eastern countries suggest policy decisions based on the expected costs, risks, and gains that may be expected costs, risks, and gains that may be ex-pected from the implementation of such policies. Students representing members of the United Na-tions and an international newspaper encourage the student diplomats to publicly defend their country's policies with moral and legal statements. and reasoning. All policy decisions take the form of treaties with other nations. A team is considered successful or effective by the degree that it achieves all or most of its goals. The game teaches the utility of the cost-risk analysis model for both the planning and evaluation of policy decisions. Teacher guidelines, student guidelines, and sample student materials are also included. (Author/DE)

ED 118 476

SO 008 866

Daly, Richard F. Differences in Social Distance Attitudes between Groups of Middle and Lower Social Class Pre-service Teachers toward Minority and National

Pub Date [75]

Note—12p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors— *Discriminatory Attitudes (Social), Educational Research, *Educational Sociology, Minority Groups, *Social Class, Social Discrimination, *Social Influences, Social Discrimination, *Social Discrimination fluences, Social Relations, Student Attitudes, *Teacher Attitudes, Teacher Education

Social-distance attitudes of preservice teachers from middle and lower social classes toward minority and national groups are examined. So-cial distance, the aloofness and unapproachability of persons of different social strata, is both a symbol of class standing and a means of main-taining the existing distinctions in rank. The Bogardus Social Distance Scale was administered to 251 Mankato State preservice teachers who responded to the degree of intimacy they would allow to members of outgroups. Social-distance attitudes of preservice teachers from upper-midattitudes of preservice teachers from upper-middle and lower-middle, upper-middle and lower, and lower-middle and lower social classes were measured. The effect of educational home background (high-school diploma or partial college) on the difference in social distance attitudes was also considered. The results indicate that teachers from the upper-middle social class tend to have a significantly greater social distance at-titude toward minority and national groups than teachers from either lower-middle or lower social classes. The social-distance attitudes of the preservice teachers toward minority groups appear to be related functionally to the social status positions of the teachers' families as defined by educational attainment. (Author/DE)

ED 118 477 SO 008 873

McLaughlin, Milbrey Wallin Macro and Micro Implementation. Report No-P-5431 Pub Date May 75

Note-17p.

Available from-The Rand Corporation, Santa

Available from—The Rand Corporation, Santa Monica, California 90406 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Change Agents, *Change Strategies, *Educational Change, Educational Development, *Educational Innovation, Educational Needs, *Educational Planning, Educational Sociology, Educational Strategies, Elementary Secondary Education, Local Issues Drawing from an analysis of educational in-

Drawing from an analysis of educational in-novation attempted in 200 school districts throughout the United States, this essay describes critical aspects of the implementation process. Four micro-level premises are critical to larger rour micro-tevel premises are critical to larger macro-level change policies. First, external inputs into the implementation process must be congruent with local needs, capacities, and preferences. Second, effective implementation of significant change is characterized by the process of mutual adaptation. This may include the modification of goals, technologies, behavioral change in students and teachers, and evaluation plans. Third, effective implementation depends

on the receptivity of the institutional setting to change. Indifferent and unreceptive environments are most frequent and fail to provide necessary support for change. Fourth, local school systems not only in their receptivity to change but also in their capacity to innovate; therefore, they can be expected to experience different implementation problems for the same class of innovations. Suggested implications for macro-level planning and implementation are briefly described. (Author/DE)

ED 118 478 SO 008 874

ED 110 4/0
Eshleman, J. Ross
University Students Experiences and Perceptions
of High School Sociology.
Pub Date 28 Aug 75 ing of the American Sociological Association (San Francisco, California, August 1975) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postag

Descriptors—*Curriculum Development, Educa-tional Improvement, Educational Problems, Educational Research, *High School Curricu-lum, Secondary Education, *Social Studies,

*Sociology, Speeches

The status of sociology at the secondary level is reviewed in this paper. Currently, instruction in the social sciences plays a minor role, as most social studies programs consist more of history than any other discipline. To determine the nature of their high school training in sociology and to determine whether their current university course was a duplication of what was received in high school, introductory sociology students from three Michigan universities responded to a questionnaire. The results indicate that two-thirds of the students had no sociology or related course in high school. For those few students who had a sociology course, it was usually a one-semester elective in which the content differed greatly from their introductory college sociology course. Sociological Resources for the Social Studies, a major secondary-level sociology curriculum project sponsored by the American Sociological Association, was identified by less than one percent of the respondents. University instruction in teaching sociology at the high-school level is recommended to help solve this problem. (Author/DE)

ED 118 479 95 SO 008 876 African Heritage Curriculum Materials. Teacher's

Museum of African Art, Washington, D.C. Spons Agency—Bureau of Postsecondary Educa-tion (DHEW/OE), Washington, D.C. Div. of

International Education.

Note-112p.

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—*African Culture, *African History,
*Area Studies, Art, Bibliographies, Craftsmen,
Elementary Secondary Education, Ethnic
Grouping, Glossaries, Interdisciplinary Approach, Natural Resources, Philosophy,
Advances Proceedings of the Proach Proach Proceedings of the Proach Proach Proceedings of the Proach Proceedings of the Proach Procedure of the Proach Procedure of the Procedure Grouping, Glossaries, Interdisciplinary Approach, Natural Resources, Philosophy, Recreation, Religion, Resource Materials, *Social Studies, Teaching Guides, Transportation Identifiers—Elisofon (Eliot), *Ethnic Heritage

Studies Program
This guide for secondary teachers focuses on

sub-Saharan (Black) African history and culture.
Although the guide is intended to be used in conjunction with the audiovisual materials on African heritage produced by the Museum of African Art, it can also be used as a source of background it can also be used as a source of background reading for teachers and as a guide to additional teacher/student resources. The audiovisual com-ponent of the program, drawn from the Muse-um's Elisofion Photo Archieves on Africa, is in-tended to serve as a supplement to existing curricula on Africa and as a basis and motivation for related activities and projects for individual stu-dent research. This Teacher's Manual provides short background readings on the 15 major subsnort background readings on the 13 major sub-ject areas treated in the materials: physical en-vironment, natural resources, history, govern-ment, ethnic diversity, religion and philosophy, the arts, architecture, dress, education, work, economics and trade, communication, transportation, and recreation. Also included in the manual are descriptions of and scripts from the auare descriptions of and scripts from the au-diovisual program component, objectives and sug-gested classroom activities to help teachers develop units of study arround the audiovisuals, and bibliographies of books and journal articles. Although intended to be used in junior and senior high schools, these materials can be adapted to other education levels. (RM)

SO 008 877

Tait, John L. And Others
Identifying the Community Power Actors.
lowa Agricultural and Home Economics Experiment Station, Ames. Pub Date Sep 75

Note-25p.; For a related document, see ED 111 Note—25p.; For a related document, see ED 111
560; Paper prepared for the Intensive Training
for Nonmetropolitan Development meeting
(East Lansing, Michigan, September 22-October 3, 1975)
EDRS Price MF-50.83 HC-51.67 Plus Postage
Descriptors 4 Chemos Accepts Change Strategies

Descriptors—*Change Agents, Change Strategies, Community Change, Community Development, *Community Influence, *Community Involvement, *Community Leaders, Decision Making, ment, *Community Leaucis, volume 18 of the Community Conganizations (Groups), Participation, *Power Structure, Social Change, Social Characteristics, Social Status, Sociology

This paper focuses on defining and comparing four approaches for identifying the community's power actors. It outlines how professional change power actors, it outlines now professional change agents might use each of the four approaches to identify community power actors who are rele-vant for community development. The four ap-proaches include the positional, the reputational, the decision-making, and the social participation. The positional approach assumes that the power to affect community decisions rests in the important positions of formal organizations in the com-munity. The reputational approach identifies power actors behind-the-scenes who have a reputation for influencing decision making. The deci-sion-making approach emphasizes the actual par-ticipation in decision as the criterion for identifying community power actors. The social par-ticipation theory holds that power to affect community decisions is acquired through participation and office holding in the community's voluntary associations. Since each of the approaches con tains limitations and tends to identify a different type of power actor, a combination of the four approaches is recommended for professional change agents. Specific techniques for applying each of the approaches are described. (Author/DE)

SO 008 878 Social Studies Technical Report: Exercise Volume.
Education Commission of the States, Denver,
Colo. National Assessment of Educational Progress.

Spons Agency National Center for Education Statistics (DHEW), Washington, D.C. Report No-SSR-03-SS-20

Pub Date Dec 75

Note-886p.; For a related document, see SO

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$8.95) EDRS Price MF-\$1.67 HC-\$47.55 Plus Postage

Descriptors—Adult Education, Attitudes, Data Analysis, Economics, *Educational Assessment, Elementary Secondary Education, *Evaluation, Evaluation Criteria, Evaluation Methods, Geography, History, Knowledge Level, *National Surveys, Political Science, Skills, *Social Sciences, *Social Studies, Values Identifiers—*National Assessment of Educational

Progress

This volume contains social studies assessment data and exercises from the National Assessment of Educational Progress (NAEP). NAEP is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in 10 learning areas, one of which is social studies. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure educational change. This volume contains all the social studies assessment data which have been collected, scored, and analyzed to date and copies of approximately one-half of the social studies exercises that have been used in past assess-ments. Not included in this document are those social studies exercise tests which the National Assessment will administer again in the future to determine whether the performance level of Americans has improved or declined. However, the objectives that were measured by these unreleased exercises and their percentage results are presented. For exercises that have been released, this volume provides an exact copy of the exer-

cise, complete documentation about administration and scoring procedures, and the percentage results for the national sample and each of the subpopulation reporting groups. Researchers who need detailed information about the exercises and state and local educators who want to use NAEP exercises in their own assessment program find this documentation useful. (Author/RM)

ED 118 482 SO 008 879 Child Development and the Housing Environment. Volume 1: Statistical Design and Analysis.

Urban Systems Research and Engineering, Inc., Cambridge, Mass.

Spons Agency-Office of Economic Opportunity,

Washington, D.C. Pub Date Aug 72

Note-214p.; For related documents, see SO 008 880.881

880-881 EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage Descriptors—*Child Development, Elementary Secondary Education, *Family Characteristics, Family Environment, Interaction Process Analysis, Measurement Instruments, Parent Child Relationship, *Public Housing, *Research Design, Research Tools, Social Environment, Social Science Research, *Statistical Analysis, Statistical Studies

The first part of a three-volume study, this report presents and justifies a research design for investigation of the relationship between the housing environment and the range of child development and family measures. The recommended design is nonexperimental in nature and focuses on comparisons of residents in selected housing programs (publicly supported residential housing complexes). In chapter 1 the results of a computer simulation of the entire investigation are used to calculate optimal decision rules for the conduct of the study. Basic problems of inference that are associated with investigation of the interaction of human subjects with their environment are reviewed in the context of independent variables in chapter 2. Chapters 3 and 4 deal with nonexperimental and experimental approaches respectively, with major emphasis given to the description and documentation of recommended nonexperimental approach. The final chapter presents recommended instruments for the measurement of the cognitive, socioemotional, and physical development in subject children, plus supplementary measures of family well-being. Three appendices provide descriptions of the instruments and documentation of the simulation study. (Author/ND)

ED 118 483 SO 008 880 Child Development and the Housing Environment. Volume 2: Housing Program Survey. Urban Systems Research and Engineering, Inc.,

Cambridge Mass

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 72 Note—159p.; For related documents, see SO 008 879-881; Some pages may not be clear because of type size of original EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Facilities, *Federal Programs, Goal Orientation, Low Rent Housing, *Public Housing, Public Housing, Public Housing, Residents, Research Design, *Research Methodology, Social Science Research, Socioeconomic Background, *Statistical Surveys, Tables (Data)

The second report of a three-part study, this volume presents the results of an extensive survey of certain federally subsidized housing programs. The survey was designed to identify individual housing projects that meet the requirements of the design described in volume 1 (SO 008 879). The requirements relate to the socioeconomic characteristics of residents of both the project and its neighborhood, the number of potential subjects satisfying the socioeconomic require-ments, and regional, educational, and physical variables. The major portion of the document presents data in summary form and in the form of individual project descriptions. Procedures and methods used to select the programs and to survey the described projects are provided. In the appendices, principal findings of the survey are given as they relate to feasibility of the research design and to contribution of the Rent Supplement program to the realization of go

ED 118 484 SO 008 881 Child Development and the Housing Environment. Volume 3: Literature Review.

Urban Systems Research and Engineering, Inc., Cambridge, Mass.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 72 Note—75p.; For related documents, see SO 008 879-880

879-880
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Disadvantaged En-EDRS Price MF-30.83 HC-35.30 Plus Postage Descriptors—Anthropology, Disadvantaged En-vironment, *Environmental Influences, *Litera-ture Reviews, *Low Rent Housing, Public Housing, Research Reviews (Publications), Slum Environment, Social Environment, Social Science Research, *Socioeconomic Influences, Sociolece Libber B. Powerley Sociology, Urban Renewal
As the final part of a three-volume study, this

As the final part of a three-volume study, this review focuses on housing as an instrument of environmental change with particular emphasis on socioeconomic rather than physical dimensions. Three literature orientations relating to the effectiveness of intervention in the lives of the poor used for review. They are (1) literature is planning-oriented and concerned with the im-pact of urban renewal and redevelopment on cenpact of thom communities, (2) literature that analyzes the low-income public housing programs in the United States by concentrating on the social goals, and (3) sociological and anthropological gomes, and (3) sectiongical and antirropological research literature concerning Oscar Lewis "culture of poverty" concept. The impact of the housing environemnt is analyzed along several ons: child and family health, intellectual and achievement state in both child and parent, family interaction patterns, neighborhood and orfamily interaction patterns, neighborhood and or-ganizational participation, and juvenile delinquen-cy. Each dimension is treated in a separate chapter. In addition, chapter I places specific aspects of environmental change in a broader cul-tural context of poverty, and the conculsion sum-marizes the findings of the chapters both in-dividually and together. (Author/ND)

ED 118 485 SO 008 882

Kauffman, Draper L., Jr. Futurism; And Future Studies. Developments in

Classroom Instruction.

National Education Association, Washington,

Pub Date 76

Note-56p.

Available from—National Education Association, 1201 16th Street, NW, Washington, D.C. 20036 (stock no. 1803-6-00, \$2.00) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors-*Curriculum Development, Decision Making, Economics, *Educational Altermaning, Educational Alter-natives, Elementary Secondary Education, *Fu-tures (of Society), Planning, Politics, *Problem Solving, *Relevance (Education), Social Stu-dies, Technological Advancement, World Af-

In this report from the National Education Association's "Developments in Classroom Instruction" series, the need to mandate immediate training of our young people in alternative problem solving for the future is examined. The emergence of multiple threats to human survival, rapid rate of social change, and complexity that has overtaken our society on a global scale are causing this need. It is emphasized that traditional educational practice tends to be concerned with the problems and conditions of the past, rather than with the decisions of tomorrow. Thus, in order for positive decisions to be made, the tradi-tional pattern of education must expand in the direction of a reformed cognitive curriculum. The reformed curriculum should include the examina-tion of key issues such as global problems, econo-my, politics and government, and science and technology. This future-studies movement involves a broad spectrum of teachers from all grade levels and subject areas, and it incorporates a wide range of new curriculum materials and ideas. This means that teachers can design their own curriculum units to suit their concerns and the interests and experience of their students. (Author/ND)

JMI

SO 008 885

Beer, Diana Darnall Suggested Materials and Themes for a Study of Population in Secondary Social Studies. Pub Date Aug 73

Note-194p.; Master's Thesis, The University of

Texas at Austin
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors-Annotated Bibliographies, Demogscriptors—Amiotated Biolographics, Defining-raphy, Educational Resources, Environmental Education, Instructional Materials, Learning Activities, *Masters Theses, *Population Edu-cation, *Population Trends, Secondary Educa-tion, *Social Studies, Teaching Techniques, *World Geography. *World Geography
The main objective of this thesis is to suggest

materials for use in secondary social studies classrooms for improvement of instruction on population and world geography. The thesis provides background information on population, a listing of sources where additional information can be found, and major generalizations, discussion questions, and related activities which can be used in the classroom. Annotated bibliographies of available materials are organized within broad subject categories, including basic teacher subject categories, including basic teacher references, organizational sources of additional population information, suggested themes for a study of population, and solutions to the popula-tion problem. Each category begins with an author commentary and follows with the biblio-graphic information. Entries are alphabetized by author and include title, publisher, and date. Extensive annotations are presented, giving the reader an idea of the breadth and scope of the individual materials. (Author/JR)

SO 008 886

Rothman, Jack And Others
Promoting Innovation and Change in Organizations and Committies: A Planning Manual. Pub Date 76

Note—309p. Available from—John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016

Document Not Available from EDRS

Descriptors—Books, *Community Change, Community Development, Community Planning, munity Development, Community Planning, Community Programs, Guidelines, Higher Edu-cation, *Human Services, *Innovation, *Or-ganizational Change, Psychology, *Social Ac-tion, Social Change, Social Sciences, Social Services, Social Work, Sociology To effectively promote change in organizations of communities, specific, strategies or paction

and communities, specific strategies or action guidelines and some tactical steps for effectively guidelines and some tactical steps to carrying out these strategies are offered for peobook is useful to both practitioners in the field and upper-division graduate students. The action guidelines, derived from basic social science guidelines, derived from basic social science research findings, are general principles that may be used by a variety of people concerned with or-ganizational and community change. Four princi-ples of intervention, or action guidelines, are considered: promoting an innovative service or program, changing the goals of an organization, in-creasing participation in organizations and groups, and increasing effectiveness in role per-formance. Each chapter presents and analyzes one of the four action guidelines. The general format of the four guideline chapters is similar, containing an introduction to the practice problem, action principles derived from research on the problem, illustrations of implementation, on the problem; instantiants of impresentation, unattaintie findings from practitioner logs, practitioners' views of problems and prospects, and getting started—thoughts for initiating action and a log for listing first steps. A final chapter draws suggests and further (Author/JR)

ED 118 488 SO 008 888 Eaneman, Paulette S.

Juvenile Justice. Second Edition.

Project Benchmark, Berkeley, Calif. Spons Agency—California Council on Criminal Justice, Sacramento. Pub Date 74

Note-53p.; For related documents, see SO 008 889-894

Available from-Project Benchmark, 2150 Shat-Avanue Room 817, Berkeley, California 94704 (\$1.50, \$40.00 set of 30)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Court Litigation, Belinquency, Instructional Materials, Justice,
*Juvenile Courts, *Law Instruction, Resource Materials, Role Playing, Secondary Education,
Social Studies, *Spoial Studies Units, Teaching
Techniques, *Youth Problems Identifiers-California, *Project Benchmark

These classroom materials are part of the Project Benchmark series designed to teach seconda-ry students about our legal concepts and systems. This unit focuses on the California juvenile justice system. The materials describe the histori-cal and legal development of the system, juvenile court procedures, correction facilities, and various creative alternatives to the corrections system. The second section defines such legal concepts as due process, jurisdiction, hearsay evidence, beyond a reasonable doubt, preponderance of evidence, and moral turpitude. Sug-gestions for two sample lessons using the materi-als are included. The first lesson focuses on the alternative ways to improve the juvenile justice system. The second lesson provides directions, sample materials, and simulation role description for a mock juvenile hearing. (DE)

SO 008 889

Evidence before the Court.

Project Benchmark, Berkeley, Calif. Spons Agency—California Council on Criminal

Justice, Sacramento. Pub Date 73

Note-25p.; For related documents, see SO 008 888-894

Available from-Project Benchmark, 2150 Shattuck Avenue, Room 817, Berkeley, California 94704 (\$1.00, single copies only)
EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Court Litigation, Courts, *Due Process, Instructional Materials, *Law Instruction, *Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, *Social Studies Units, Teaching Techniques Identifiers—*Project Benchmark

These classroom materials are part of the Project Benchmark series designed to teach seconda-

ject Benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on kinds of evidence and methods of proof. The materials trace the historical development of the concept of evidence in English common law and explains the various kinds of evidence. The second section provides brief definitions of such legal concepts as accusa-tory pleading, beyond a reasonable doubt, burden of proof, circumstantial evidence, cross-examination, direct evidence, expert witness, hearsay. judicial notice, perjury, and preponderance of evidence. Suggestions for a sample lesson using the materials are included. This lesson requires students to play the roles of accusers, defenders, and gatekeepers who must decide on the im-portance and validity of evidence in a sample

ED 118 490

Eur 110 470 SO 008 890
Eaneman, Paulette S. And Others
Juvenile Rights, Second Edition.
Project Benchmark, Berkeley, Calif.
Spons Agency-California Council on Criminal
Justice, Sacramento.
Pub Date 74

Note-42p.; For related documents, see SO 008 888-894

Available from-Project Benchmark, 2150 Shattuck Avenue, Room 817, Berkeley, California 94704 (\$1.50, \$40.00 set of 30)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.
Descriptors—Civil Rights, Class Activities, Criminal Law, Equal Protection, Instructional Materials, *Juvenile Courts, *Law Instruction, *Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, *Social Studies Units, *Student Rights, Teaching

Techniques Identifiers—*Project Benchmark

These classroom materials are part of the Project Benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on juvenile rights and responsibilities under the law. The materials outline juvenile rights and responsibilities in the areas of parental control, education, free expression, search and seizure, marriage, work, legal contracts, torts and liability, automobile law, criminal law, and drug and alcohol law. The second section briefly outlines the jurisdiction and procedures of juvenile court. Suggestions are included for a sample lesson requiring students to play roles of a juvenile bill-of-rights convention in which eight freedoms are determined. (DE) SO 008 891

Eaneman, Paulette S. Small Claims Court.

Project Benchmark, Berkeley, Calif.

Spons Agency-California Council on Criminal Justice, Sacramento. Pub Date 74

Note-34p.; For related documents, see SO 008 888-894

Available from—Project Benchmark, 2150 Shat-tuck Avenue, Room 817, Berkeley, California 94704 (\$1.50, \$40.00 set of 30)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

*Courts, Instructional Materials, *Law Instruc-tion, Laws, Resource Materials, Role Playing, ton, Laws, Resource Maternals, Robe Playing, Secondary Education, Social Studies, *Social Studies Units, Teaching Techniques Identifiers—*Project Benchmark These classroom materials are part of the Project Benchmark series designed to teach seconda-

ry students about our legal concepts and systems. This unit focuses on the procedures and cases of the small claims court. The materials outline the kinds of cases, procedures of the plaintiff and defendent, trial procedures, rights of appeal, writ of execution, and alternatives to the present small claim court system. Suggestions for a sample lesson using the materials are also included. This lesson requires students to hold a mock small claims court session in the classroom with students playing the roles of the judge, court clerk, plaintiffs, defendants, and witnesses. (DE)

ED 118 492

SO 008 892

Eaneman, Paulette S. And Others Fair Procedures.

Project Benchmark, Berkeley, Calif.

Spons Agency—California Council on Criminal Justice, Sacramento. Pub Date 73

Note-44p.; For related documents, see SO 008 888-894

Available from—Project Benchmark, 2150 Shat-tuck Avenue, Room 817, Berkeley, California 94704 (\$1.00, single copies only)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Civil Rights, *Court Litigation, Courts, *Due Process, *Equal Protection, In-structional Materials, *Law Instruction, Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, *Social Studies Units, Teaching Techniques Identifiers—*Project Benchmark

These materials are part of the Project Benchmark series designed to teach secondary students about our legal concepts and systems. students about our legal concepts and systems. This unit focuses on individual rights and fair procedures under the law. The materials outline the Bill of Rights, due process guarantees, the right to a fair hearing, fair and unfair trials, search and seizure laws, exceptions to the lawful arrest procedure, the necessity for a search war-rant, and equal protection guarantees. A case fact sheet, role sheets, case procedures, complaint information, and jury instruction sheet for a mock trial which illustrates these legal concepts are provided. (DE)

ED 118 493 SO 008 893

Eaneman, Paulette S. Zupanec, Nancy Appellate Courts.

Project Benchmark, Berkeley, Calif.

Spons Agency-California Council on Criminal Justice, Sacramento. Pub Date 75

Note-49p.; For related documents, see SO 008 888-894

Available from—Project Benchmark, 2150 Shat-tuck Avenue, Room 817, Berkeley, California 94704 (\$1.50, \$40.00 set of 30)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—*Court Litigation, *Court Role, Courts, Instructional Materials, *Law Instruction, Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, *Social Studies Units, *Supreme Courts, Teaching Technique. Techniques

Identifiers-California, *Project Benchmark

These materials are part of the Project Benchmark series designed to teach secondary benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on the structure and procedures of the California Supreme Court and the Courts of Appeal. The materials outline the historical development of the appellate courts, jurisdiction, and the appeal process. Such concepts as cer-tiorari, mandamus, habeas corpus, and restraint are explained. The appellate process section defines who and what may be appealed and the basis by which a decision is made. A glossary provides brief definitions of many legal terms and concepts. Suggestions for a sample lesson using these materials are also included. This lesson requires students to hold a moot court or mock appellate hearing in the classroom. Instructions for playing roles of attorneys and justices are provided. (DE)

ED 118 494 SO 008 894

Eaneman, Paulette S. And Others

Civil Courts.

Project Benchmark, Berkeley, Calif. Spons Agency—California Council on Criminal Justice, Sacramento. Pub Date 75

Note-49p.; For related documents, see SO 008 888-893

Available from-Project Benchmark, 2150 Shat-Available from Project Benchmark, 2150 Shat-tuck Avenue, Room 817, Berkeley, California 94704 (\$1.50, \$40.00 set of 30) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Court Litigation, *Court Role,
*Courts, Instructional Materials, *Law Instruction, Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, *Social Studies Units, Teaching Techniques Identifiers—*Project Benchmark
These materials are part of the Project

Benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on the structure and procedures of the civil court systems. The materials outline common law heritage, kinds of cases, jurisdiction, civil pretrial procedure, trial procedure, and a sample automobile accident case. Suggestions for a sample lesson using these materials are also included. This lesson requires students to conduct a mock trial of a civil court case. A case fact sheet, role playing instructions, case procedures sheet, and jury instructions sheet for the mock trial are also included. (DE)

ED 118 495

Kurfman, Dana Teacher-made Test Items in American History: Emphasis Junior High School. Bulletin Number 40. National Council for the Social Studies, Washing-

SO 008 896

ton, D.C.

Pub Date May 68 Note-109p.; For a related document, see SO 008 897

Available from-National Council for the Social Studies, 1200 17th Street, N.W., Suite 405, Washington, D.C. 20036 (\$2.00) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Civil War (United States), History Instruction, *Multiple Choice Tests, Recon-struction Era, Revolutionary War (United States), Secondary Education, "Student Evaluation, Student Testing, Teacher Developed Materials, Test Construction, "Tests, *United States History Designed originally for use in junior-high-school classes, this bulletin provides an extensive file of 420 multiple-choice test questions in

file of 420 multiple-choice test questions in American history. The test items are intended to measure substantive understandings as well as such abilities as interpretation, analysis, synthesis, evaluation, and application. The initial questions were solicited from approximately 60 classroom teachers and are divided into four levels of difficulty. Arranged chronologically, the questions cover the following subject areas: European background and exploration; colonization colonial life; the French and Indian War and the American Revolution; the Articles of Confederation and the Constitution; Federalist and Republican administrations to 1812, the Monroe Repurious auministrations to 1612, the Monroe Doctrine, and the Jackson Era; westward movement and sectionalism; the Civil War and Reconstruction; foreign affairs since 1865; and domestic affairs since 1865. (DE)

ED 118 496 SO 008 897

Anderson, Howard R. Lindquist, E. F.
Selected Test Items in American History. Bulletin
Number 6, Fifth Edition.

National Council for the Social Studies, Washington. D.C

Pub Date May 64

Note-131p.; For a related document, see SO 008 896 Available from—National Council for the Social Studies, 1200 17th Street, N.W., Suite 404, Washington, D.C. 20036 (\$1.50) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Available from EDRS.

Descriptors—Civil War (United States), *History Instruction, *Multiple Choice Tests, Reconstruction Era, Revolutionary War (United States). Secondary Education, *Student struction Era, Revolutionary war (United States), Secondary Education, "Student Evaluation, Student Testing, Test Construction, "Tests, "United States History Designed for high school students, this bulletin provides an extensive file of 1,062 multiple-cho-

ice questions in American history. Taken largely from the Iowa Every-Pupil Program and the Cooperative Test Service standardized examinations, the questions are chronologically divided into 16 topic areas. They include exploration and discovery; colonial settlement and life; the Revolution and Constitution; the early national period; westward movement; social economic, and cultural development (1824-1860); sectionalism; Civil War and Reconstruction; passing of the frontier; the political scene (1876-1900); Big Business; the Progressive Era; World War I and postwar adjustments; the Great Depression; World War II and after; and chronology. Also included are sections on how to phrase test questions, how to assemble a test unit, and the various advantages of a multiple-choice test. (DE)

ED 118 497

SO 008 898

Bailey, William F.
Life World 2000: A Guide for Teachers.

Agency for Instructional Television, Bloomington, Ind.; KETC-TV, St. Louis, Mo. Spons Agency—Sunnen Foundation, St. Louis,

Mo.

Pub Date 74 Note-73p.

Note—739. Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401 (prepayment required, \$2.00, 10-499 copies \$1.55, 500 or more copies \$1.40. EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Decision Making, Demography, Educational Television, Environmental Educa-Educational Television, Environmental Educa-tion, Futures (of Society), Global Approach, Learning Activities, *Population Distribution, *Population Education, Population Trends, Secondary Education, Social Studies, Teaching Guides, Teaching Techniques, *Television Cur-riculum, Values, World Problems

This teaching guide on population education is designed to accompany a television series by the same title. The series of twelve 15-minute color programs provides the basis for a high school course in population education. Produced under a foundation grant, the series is available from National Instructional Television, a division of the Agency for Instructional Television. The series considers a wide range of population-related is-sues in the United States, helping students to un-derstand how their actions have an impact on population and how population has an impact on them as individuals. Students develop effective criteria for decision making, examine their own values about population matters, and become aware of the consequences of their actions on themselves, their family, their society, and the world. Each unit in the instructor's guide corresponds to a specific program and includes the purpose, program content, suggested activities, teacher facts and figures, and student materials to be duplicated. Charts, graphs, and a bibliography conclude the document. (Author/JR)

ED 118 498

SO 008 899

Taylor, Harold Plan. Fastback 51.
Phi Delta Kappa, Bloomington, Ind.

Pub Date 75

Note-51p.

Available from-Phi Delta Kappa, Inc., 8th and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Books, Developed Nations, Developing Nations, Futures (of Society),

*Global Approach, Higher Education, Human Services, *International Education, International Programs, Secondary Education, Social Change, Social Factors, Social Influences, Social Problems, Student Volunteers, *World Af-fairs, *World Problems, *Youth Identifiers—*United Nations University

This booklet discusses how the United Nations University, established in 1973, can bring youth together on a world scale and create an international system through which youth can join in the work of building a world community. The first chapter, A University for the World: The United Nations Plan, describes student protests in Thai-land in 1973. Other chapter titles include: Youth as a Social Force, World Unity and the Interna-tional Student Movement, The Organization of the United Nations University, A University without Students, Some Possibilities for Action, The Contribution of the World Community, Youth Volunteers in the Human Services, and The Creation of a Planetary Ethnic. (Author/RM)

ED 118 499

SO 008 901

Wright, David Paul Interactions between Instructional Methods and Individual Aptitudes in the Teaching of Critical Thinking in Social Studies.
Pub Date 1 Sep 75

Note-138p.; PhD Dissertation, University of California at Berkeley

Available from-University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (microfilm \$10.00, xerography \$20.00) Document Not Available from EDRS

Descriptors—Academic Aptitude, Aptitude Tests, *Critical Thinking, *Deductive Methods, Doctoral Theses, Educational Research, Elementary Education, *Individual Differences, *Inductive Methods, Learning Processes, Social Studies, Student Ability, Student Attitudes, *Teaching Methods

This doctoral thesis examines whether inductive and deductive teaching methods are appropriate for different learners. Statistical interactions between the two instructional methods and various aptitude variables were examined among 275 sixth-grade pupils. Subjects were randomly assigned to rule-example (deductive) treatments or example-rule (inductive) treatments, which consisted of eight 40-minute periods of pro-grammed instruction in selected skills and concepts of critical thinking. Student aptitudes were tested with five aptitude tests including Raven's Progressive Matrices test. The results indicate that the deductive and inductive teaching methods were appropriate for different learners, and that Progressive Matrices scores indicate which students should receive each kind of instruction. While both teaching strategies produced similar achievement scores, the deductive method produced better student attitudes. In this manner, the study provides empirical grounds for teaching different learners differently in order to maximize their attitudes and attainment and to personalize and humanize their instruction. The thesis presents the social and historical background of aptitude-treatment interaction research; explains the rationale, experimental design; and statistical analysis of the study reports several approaches to research. (Author/DE) and interprets the empirical results; and recomsubsequent

SO 008 904

Bridges, Juanita
Me and Myself: Pattern of Healthful Living, Level K. A Values Curriculum, Second Revision. Harris County Dept. of Education, Houston, Tex.

Spons Agency-Texas Commission on Alcoholism. Austin

Pub Date Aug 74

JMI

Note—126p.; For related documents, see SO 008 905-912; Pages 31-32, 39-40, and 55-60 of the original document are copyrighted and therefore not available. They are not included in the pagination

Available from-Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postag Descriptors—Affective Objectives, Class Activi-ties, Elementary Education, *Humanistic Education, Kindergarten, Mental Health, *Moral Development. Puppetry, Questioning Techniques, Resource Materials, Responsibility, Role Playing, *Self Concept, Teaching Methods, *Units of Study (Subject Fields), Values

Identifiers-*Pattern of Healthful Living Project

This curriculum guide for kindergarten teachers contains values-based classroom lessons which are intended to assist students in the development of a positive self-concept, rational thinking processes, and a personal and societal value system. Teaching techniques include role playing, story telling, classroom discussion, pup-pet shows, skits, and use of audiovisuals. Lessons are provided on two major topics: Self-Awareness of the Physical Body and Self-Awareness of Feelings. Lesson outlines contain purpose, con-cepts, affective objectives, class activities, specific teaching procedures, guiding questions, evalua-tion techniques, and lists of materials needed. For many lessons classroom stories are included. Bibliographies of additional teacher resource materials and values-related children's books are provided. Appendices include procedures for group discussion and role playing, patterns for puppets, and a curriculum-materials resource list. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 501

SO 008 905

Evans, Margaret Me and My Feelings: Pattern of Healthful Living, Level 1. A Values Curriculum, Second Revision. Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Aug 74

Note-103p.; For related documents, see SO 008 904-912

Available from-Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors-Affective Objectives, Class Activities, Elementary Education, Ethical Instruction, ties, Elementary Education, Etnical instruction, Grade 1, "Humanistic Education, Mental Health, "Moral Development, Puppetry, Questioning Techniques, Resource Materials, Role Playing, "Self Actualization, "Self Concept, Teaching Methods, Units of Study (Subject Fields), "Values described by Technology (Subject Fields), "Values described by Technology (Subject Fields), "Values of Healthful Living Project

ject Fields), *Values Identifiers—*Pattern of Healthful Living Project This curriculum guide for first-grade teachers contains values-based classroom lessons which are designed to assist students in the development of a positive self-concept, rational thinking processes, and a personal and societal value system. Teaching techniques include pupper shows, story telling, class discussion, use of filmstrips, and role playing. Lessons provided include the following: Who Am I, Looks and Feelings, Asking Permission, Misunderstanding, Borrowing, Truthfulness, Responsibility, Honesty, Cleanliness, and Respect for Power. Each unit outline provides purpose, concepts, affective objectives, class activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. In many cases the classroom stories are included. The appendices contain procedures for role alwaying and group discussion. procedures for role playing and group discussion, basic puppet instructions and patterns, and a resource list of curricula. The curriculum developers recommend that developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 502

SO 008 906

Evans, Margaret Me and My World: Pattern of Healthful Living, Level 2. A Values Curriculum, Second Revision. Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcohol-ism, Austin. Pub Date Aug 74

Note-83p.; For related documents, see CO 008 904-912

Available from-Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors-Affective Objectives, Class Activities, Elementary Education, Ethical Instruction, Grade 2, Group Discussion, *Humanistic Education, Mental Health, *Moral Development, Questioning Techniques, Resource Materials, Role Playing, *Self Actualization, Self Concept, Teaching Methods, *Units of Study (Subject Fields), *Values

Identifiers-*Pattern of Healthful Living Project This curriculum guide for second-grade teachers contains values-based classroom lessons which are intended to assist students in the development of a positive self-concept and a perdevelopment of a positive self-concept and a per-sonal and societal value system. Teaching techniques include story readings, classroom discussion, use of study prints and filmstrips, making posters, and role playing. The units treat the following topics: My Name, Being Myself, People are Different, My Emotions, Teasing, Pro-perty Ownership, Fear, Being Fair, Cheating, My Strengths and Weaknesses, Disagreements, Generosity, Respect for Property, Anger, Truthfulness, and Respect for Authority. Each unit outline contains purpose, affective objec-tives, concepts, classroom activities, guiding questions, teaching procedures, evaluation techniques, and lists of materials needed. Appen-dices include transparencies needed for the units dices include transparencies needed for the units and a resource list of curricula. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 503 Macaluso, Lila SO 008 907

Learning to Live with Others: Pattern of Healthful Living, Level 3. A Values Curriculum, Second Revisio

Harris County Dept. of Education, Houston, Tex Spons Agency-Texas Commission on Alcoholism, Austin.

Pub Date Aug 74
Note—106p.; For related documents, see CO 008 904-912

Available from—Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—Affective Objectives, Class Activities, Elementary Education, Grade 3, Group ties, Elementary Education, Grade 3, Group Discussion, Group Dynamics, "Humanistic Education, Moral Development, "Peer Acceptance, "Peer Groups, Problem Solving, Ouestioning Techniques, Resource Materials, Self Actualization, Teaching Methods, "Units of Study (Subject Fields), "Values Identifiers—"Pattern of Healthful Living Project

This curriculum guide for third-grade teachers contains values-based classroom lessons which are intended to assist students in the development of a positive self-concept and inter- and intraper-sonal skills necessary for individual and group effectiveness. Teaching techniques include group dynamics, classroom discussion, use of filmstrips and study prints, pantomimes, role playing, and and study prints, pantonimes, role playing, and the solving of dilemmas. Topics treated in the les-sons include the following: Getting to Know You, Guess Who's in a Group, What Groups Do I Be-long to at School, How Does It Feel to Be Left out, We Are All Alike and Different, Cheating, and Your Folks Won's Mind. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. Appendices include procedures for group discussion and role playing, a bibliography of values reference materials, and a resource list of curricula. The curriculum developers recommend that teachers receive articipets recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 504

SO 008 908

Taylor, Wendelin
Touching Lives: Pattern of Healthful Living, Level 4. A Values Curriculum, Second Revision. Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcohol-ism, Austin.

Pub Date Aug 74

Note-188p.; For related documents, see SO 008

Available from—Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00) EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Affective Objectives, Class Activities, Decision Making, Elementary Education, Family Role, Grade 4, *Humanistic Education, raminy Role, Grade 4, "Humanistic Education, "Moral Development, Peer Relationship, Questioning Techniques, Resource Materials, Role Playing, "Self Actualization, Self Concept, Teaching Methods, "Units of Study (Subject Fields), "Values

Identifiers—*Pattern of Healthful Living Project
This curriculum guide for fourth-grade teachers
contains values-based classroom lessons which
are intended to assist students in the development are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include readings, classroom discussion, use of filmstrips, games, and interviews. Topics and concepts treated in the lessons include responsibility honesty decision making include responsibility, honesty, decision making, family responsibility, friendship, using money wisely, using time wisely, physical and moral courage, and power. Each lesson outline contains ose, concepts, affective objectives, classroom activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For many lessons the classroom readings are included. Appendices include procedures for are included. Appendices netude procedures for group discussion and role playing and a resource list of curricula. The curriculum developers recomment that teachers receive training in affec-tive teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

Sheridan, Jack
A Process for Group Action: Pattern of Healthful
Living, Level 5. A Values Curriculum, Second

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Aug 74
Note—109p.; For related documents, see SO 008 904-912

904-912 Available from—Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (53.00) EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Affective Objectives, Class Activities, Elementary Education, Grade 5, Group Behavior, *Group Dynamics, Group Guidance, *Humanistic Education, Mental Health, *Moral

Behavior, "Orugh Dynamics, Group Gudance, "Humanistic Education, Mental Health, "Moral Development, Policy Formation, Questioning Techniques, Resource Materials, Role Playing, "Self Actualization, Teaching Methods, Units of Study (Subject Fields), "Values Identifiers—"Pattern of Healthful Living Project This curriculum guide for fifth-grade teachers contains values-based classroom lessons on the topic of group action. The lessons are intended to assist students in the development of a positive self-concept and inter- and intrapersonal skills necessary for individual and group effectiveness. Teaching techniques include use of transparencies and filmstrips and classroom discussion with an emphasis on group processes and interaction. Units presented include the following: A Discussion without the Teacher Nearby, The Development of Policy Statement, and Redevelopment and Continued Independence. Each unit outline contains purpose, concepts, af-Each unit outline contains purpose, concepts, af-fective objectives, classroom activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For some lessons all necessary classroom materials are included. Appendices include procedures for group discussion and role playing and a resource list of curricula. The curriculum developers recommend that teachers receive training in af-fective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 506

Lamb, Carolyn
Getting It All Together: Pattern of Healthful Living, Level 6. A Values Curriculum, Second

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin Pub Date Jun 75

Note-133p.; For related documents, see SO 008 904-912

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Affective Objectives, Class Activities, Decision Making, Elementary Education, Ethics, Family Role, Grade 6, *Humanistic Education, Integrity, Mental Health, *Moral Development, Questioning Techniques, Resource Materials, *Self Actualization, Self Concept, Teaching Methods, *Units of Study (Subject Fields), *Values Identifiers—*Pattern of Healthful Living Project This curriculum guide for sixth-grade teachers contains values-based classroom lessons which are intended to assist students in the development of (1) a positive self-concept, (2) rational think-

of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include classroom discus-Teaching techniques include classroom discussion, creation and analyses of collages, problem solving, use of filmstrips, role playing, and worksheets. Themes treated in the lessons include: personal values, roles, dependability, decision making, responsibility, honesty, loyalty, prejudice, friendship, resentment, relocation, conflict, and well-being. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For some lessons all necessary classroom materials are included. A bibliography of curricular for use in the lessons is provided. of curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time.
(Author/RM)

ED 118 507 SO 008 911

Reese, Mary Jane
Reaching out: Pattern of Healthful Living, Level
7. A Values Curriculum, Second Revision.
Harris County Dept. of Education, Houston, Tex.
Spons Agency—Texas Commission on Alcoholism, Austin. Pub Date Jun 75

Note-135p.; For related documents, see SO 008 904-912; Some pages in the appendix may

reproduce poorly
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors—Affective Objectives, Class Activities, Decision Making, Drug Education, Grade 7, "Humanistic Education, Mental Health, "Moral Development, Personal Growth, Questioning Techniques, Resource Materials, Secondary Education, "Self Actualization, Self Concept, Teaching Methods, "Units of Study (Subject Fields), "Values Identifiers—"Pattern of Healthful Living Project This curriculum guide for seventh-grade

This curriculum guide for seventh-grade teachers contains values-based classroom lessons which are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and in-trapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques insocietal value system. Teaching techniques in-clude classroom readings, group discussions, use of filmstrips, problem solving, and decision mak-ing. Lessons provided include the following: Self Inventory, Advertising and You, Frame of Reference, Influences, Understanding, Responsi-bility, Alcohol Decisions, Rules, Going Along, Decisions, Wanting a Bicycle, Opinions, Not What It Seems, Handling Emotions, Conflicts, and Your Interpretation. Each lesson outline con-rains purpose, concepts, affective objectives. tains purpose, concepts, affective objectives, classroom activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. The curriculum developers of materias liceded. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 508

Fortney, Nancy D.

People and Choices: Pattern of Healthful Living,
Level 8. A Values Curriculum, Second Revision.

Harris County Dept. of Education, Houston, Tex.

Spons Agency—Texas Commission on Alcohol
Lim Austin

Pub Date Jun 75 Note-145p.; For related documents, see SO 008

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors—Affective Objectives, Alcohol Education, Class Activities, Community Influence, Decision Making, Family Influence, Grade 8,
*Humanistic Education, Mental Health, *Moral Development, Questioning Techniques, Resource Materials, School Role, Secondary Education, *Self Concept, *Units of Study (Subject Fields), *Values Identifiers—*Pattern of Healthful Living Project This curriculum guide for eighth-grade teachers contains values-based classroom lessons which was intended to serie tudents in the development.

are intended to assist students in the development are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include role playing, use of transparencies and filmstrips, sentence completion, solving dilemmas, and classroom discussion. Lessons provided include the following: Values: What They Are and Are Not; Values and Cho-ices; Action and Values; Value Influences; Comices; Action and Values; Value Influences, Community Values; Teenaging Today; Exploring School as a Value Influence; Family Influence; and Decision Making. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. Appendices contain Interaction Briefs for Role Playing and A Guide to Alcoholics Anonymous. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a ly, but rather spaced to cover a semester at a time. (Author/RM)

SO 008 914

Dye, Joan G. Allen Rodney F.
Religion in Elementary Social Studies: Level
Three. Teacher's Guide [And Student Materials

Inree. Teacher's Guide (And Student Materials And) Evaluation Report.

Florida State Univ., Tallahassee. Religion - Social Studies Curriculum Project.

Spons Agency—National Endowment for the Hu-manities (NFAH), Washington, D.C.; W. Clement and Jessie V. Stone Foundation, Chicago,

Pub Date 75

Note—163p.; For related documents, see SO 008 852 and SO 008 698 and 699 EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—Centers of Interest, Curriculum
Development, Curriculum Evaluation, Elementary Education, Ethnic Groups, *Ethnic Studies, Grade 3, Instructional Materials, Learning
Activities, *Religion, *Religious Cultural
Groups, *Religious Education, Resource
Materials, *Social Studies, Social Studies Units,
Teaching Guides, Teaching Methods
Identifiers—*Religion in Elementary Social Studies
Project, RESS
These third-grade materials, from the Religion

These third-grade materials, from the Religion in Elementary Social Studies (RESS) project, exin Elementary Social Studies (RESS) project, ex-plore the relationship of religion to ethnic tradi-tions in our multiethnic and multireligious society. Included here are the teacher's guide, the printed student materials, and an evaluation re-port from RESS level 3. The materials stress ac-tive learning. Interest centers are used to in-troduce seven modules on ethnicity. Students are troduce seven modules on ethnicity. Students are involved in a discovery approach to learning through the use of printed, visual, and auditory materials. The modules on ethnicity presented in the teacher's guide include the following: (1) A Metropolitan Area: The San Francisco-Oakland Metropolitan Area: The San Francisco-Oakland Bay Area; (2) Ethnicity in a Metropolitan Area; (3) A Spanish-Speaking American Tradition in an Inner-City Neighborhood; (4) A Chinese-American Tradition in an Inner-City Ethnic Neighborhood; (5) A Black-American Tradition in an Inner-City Ethnic Neighborhood; (6) A White, Protestant-American Tradition in a Suburban Neighborhood; and (7) A Jewish-American Tradition in a Suburban Neighborhood. For each module the guide provides the major concepts and organizing ideas, skills and behavioral objectives, lists of the classroom and student materials needed, specific teaching methods, evaluation techniques, and lists of additional print and nonprint resources. (Author/RM)

ED 118 510 95 SO 008 915 EM 110 51U 95 SO 008 915 Ehman, Lee H. Gillespie, Judith A. The School as a Political System. Final Report. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Bureau No—BN-3-3067 Pub Date 15 Sep 75 Grant—NE-G-00-3-0163

Note-131p.; For a related document, see ED 093 785

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Socialization, Socialization, Political Science, *Political Socialization, Political Socialization, Political Socialization, Politics, *Power Structure, School Environment, *School Organization, Socialization, Social Structure, *Student Attitudes, Student Role, *Student School Relationship, Systems Concepted. cepts

The relationship between student attitudes and the school as a political system is analyzed in this research report. Four types of school systems are hypothesized: elite, bureaucratic, coalitional, and participant. After testing this conceptualization, student attitudes of trust, integration, confidence, and interest toward both school and society are explored. Questionnaire results from 2,546 stu-dents in 13 Midwest secondary schools provide the research data. The results indicate that most schools tended to be bureaucratic, although there was variation within this pattern. The student atwas variation within this pattern. The student at-titudes formed a consistent and predictable struc-ture with general societal attitudes closely related to attitudes toward school. Depending on the par-ticular systemic characteristic, coalitional and participant school systems were most closely re-lated to positive student attitudes, while elite sated to posturve student attitudes, while either school system patterns were most closely related to negative student attitudes. Student attitudes toward the bureaucratic school pattern fell between these two positions. Student government groups were seen by students as more important in the school decision-making process than originally hypothesized. (Author/DE)

Nader, Ralph
Neglect of Consumer Education Is Shortcoming
Both Students and the Nation. Quick Reference: Consumer Education.

Report No-0939-8-00 Pub Date 75

Pub Date 75
Note—14p.
Available from—National Education Association,
1201 Sixteenth Street, NW, Washington, D.C.
20036 (stock no. 0939-8-00, \$.50)
EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors—Consumer Economics, *Consumer Education, Consumer Protection, *Curriculum Development, *Economic Education, Educa-tional Objectives, Elementary Secondary Education, Interdisciplinary Approach, *Relevance (Education), Social Sciences, Student Respon-

(Education), Social Sciences, Student Responsibility, Teacher Education
In this monograph, Ralph Nader briefly explores the importance of including consumer education in the general curriculum, discusses problems for incorporating consumer education into the curriculum, and outlines educational objectives for a consumer education course. Although most schools have treated consumer education as a frill rather than as a true academic discipline, it is very relevant to students' lives.

Consumer education embodies a large variety of distinctly different skills and critical thinking that are essential to effective functioning in our society. However, a variety of problems exist for incorporating consumer education into the curricula. Teachers lack good motivational materials and a sufficient background in consumer educa-tion. In preparing a course dealing with con-sumerism, a variety of educational objectives should be considered. For example, students need to distinguish between needs and wants, learn how to manage their own finances, become aware of alternatives, and know how to get information before they purchase goods and services. In addi-tion, consumer education should afford students opportunities to encounter the consumer situa-tions of their daily lives in an innovative way. (Author/JR)

SO 008 919 ED 118 512

ED 118 512

Jelinek, James John, Ed.

The Teaching of Values: The Third Yearbook of the Arizona Association for Supervision and Curriculum Development.

Arizona Association for Supervision and Curriculum Development.

lum Development.

МΙ

Pub Date 75 Note-34p.; For a related document, see SO 008 920

Available from-Dr. James John Jelinek, Editor of Yearbooks, Arizona Association for Supervi-sion and Curriculum Development, College of Education, Arizona State University, Tempe, Arizona 85281 (\$15.00 paper) EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Curriculum Development, Educa-

tional Needs, Educational Philosophy, Elementary Secondary Education, Higher Education, Learning Activities, *Moral Development, Moral Values, *Social Sciences, Teacher Edu-cation, Teaching Techniques, *Values, Year-

DOOKS
Twenty-seven articles by different authors on the teaching of values comprise this yearbook. Theories, teaching strategies, and learning activities are suggested throughout the articles, inties are suggested throughout the articles, in-tended for professionals and college students in all social science disciplines in which values can play an integral part in the curriculum. Sample chapter titles include the Nature of Human Values, The Teaching of Values, Enhancing Values with a Biologic Model of Human Behavior, The Impact of Teachers on Student Values values are Value. Tellis Teacher Edu. behavior, the impact of reachers on Student Value Development, Value-Talk in Teacher Edu-cation, Basic Values Inherent in School Pro-grams, Teaching Values in Higher Education, and An Educational Climate for the Process of Valuing. (JR)

ED 118 513 SO 008 920

Jelinek, James John

Frinciples and Values in School and Society: The Fourth Yearbook of the Arizona Association for Supervision and Curriculum Development.

Arizona Association for Supervision and Curriculum Development. Pub Date 76

Note-192p.; For a related document, see SO 008 919

Available from-Dr. James John Jelinek Editor of Yearbooks, Arizona Association for Supervision and Curriculum Development, College of Education, Arizona State University, Tempe, Arizona 85281 (\$15.00 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Curriculum Development, Educational Needs, Educational Philosophy, Elementary Secondary Education, Foundations of Edu-cation, Higher Education, Humanistic Educa-tion, *Moral Development, Moral Values, Problem Solving, *Social Sciences, *Values, Yearbooks

This yearbook records some basic ideas on values education which the author previously presented to lay and professional audiences. The first part of the document focuses on the formulation of problems and principles. A principle is defined as a solution to a problem. Seventy principles are identified and listed. For example, one principle is an attitude—if conflict among forms of behavior rages within the individual, then at-titudes emerge. The second part examines values and the nature of human values, and lists 797 values in school and society. The last part of the document places the 70 principles and 797 values into the contexts of materials on the formation of problems and solutions, the identifying and learning of human values, learning, objectives, creativity, criteria for the evaluation of schools, criteria of philosophy and objectives of schools and the school and community for use in the accreditation of schools, outcomes of training as contrasted with teaching, and processes of humanization/dehumanization in the schools. (Author/JR)

SO 008 921

Konopka, Gisela
Adolescent Girls: A Two-Year Study.
Minnesota Univ., Minneapolis. Center for Youth

Development and Research. Pub Date 75

Note-9p. Available from-Center for Youth Development and Research, University of Minnesota, 325 Haecker Hall, St. Paul, Minnesota 55108 (\$0.25)

(\$0.25)
Journal Cit—Center Quarterly Focus; Fall 1975
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Adolescents, *Attitudes, Behavior
Development, Careers, Changing Attitudes,
Delinquent Behavior, *Fernales, Majority Attitudes, *Newsletters, Peer Acceptance, Personality Development, Research Projects,
Secondary Education, Sexuality, Student Attitudes, *Student Opinion, Youth
The focus of this presenter is on the findings

The focus of this newsletter is on the findings of a two-year nationwide study of adolescent girls. The study undertook to identify the wide variety of needs, aspirations, and concerns of

young women 12- to 18-years old. Nine hundred and twenty women were interviewed in both rural and urban settings, representing a wide range of racial, religious, and ethnic group and ardial, religious, and ethnic group and socioeconomic backgrounds. One-third of the women were adjudicated delinquent, one-third were active in youth organizations, and one-third fell into neither category. The study analyzed the girls' beliefs and feelings on life goals, marriage, children, sex, careers, relationship to adults, permissiveness, peers, drugs and alcohol, youth or-ganizations, school, and social and political involvements. In addition, Dr. Gisela Konopka, the author of this study, is interviewed. She outlines ways of meeting needs of young girls; for exam-ple, one way to meet their needs is to enhance their self-esteem through participation in decision making. Selected poetry and quotations from the interviewed girls are interspersed throughout the newsletter. (Author/JR)

ED 118 515 SO 008 924 The Educational Needs of Minority Groups.

Pub Date 74

Pub Date 74
Note—108p.
Available from—Cliffs Notes, Inc., Box 80728,
Lincoln, Nebraska 68501 (\$2.25, 20 percent
discount for 10 or more)
EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—American Indian Culture, *American Indians, Culturally Disadvantaged, Cultural Pluralism, Culture, Educational Equality, *Educational Needs, *Educational Problems, Elementary Secondary Education, Higher Education, *Mexican Americans, Minority Groups, Negro Culture, *Negroes, School Role, Teacher Education, Teaching Techniques This publication contains three essaws dealing

This publication contains three essays dealing with the educational problems and needs of Mexican Americans, black Americans, and Americans, Allains. In his essay on Mexican Americans, Alfredo Castaneda discusses the undemocratic character of American public education, and stresses the need for democratic cultural pluralstresses the need for democratic cultural plural-ism. He devotes his essay largely tothe immediate needs of his group, discussing the values orienta-tions of Chicanos and the educational implica-tions. In the second essay, Richard L. James ex-plores the nature, meaning, and unjustices of the period of bondage through which blacks passed in their fight for freedom, and he examines their struggle for equality. He points out that the diver-sity of blacks in their values, aspirations, and ap-proach to life and their "blackness" make the solution to black educational problems very complex ones. In his essay on American Indians, Webster Robbins indicts the Euro-American system, saying that it destroyed the once proud and beautiful American-Indian culture in its atand beautiful American-Indian culture in its at-tempt to "Christianize," to "civilize," and later to "democratize" the aboriginal tribes. He suggests that every attempt be made to recapture the major elements of the original aboriginal cultures. A summary to the essays concludes that multicultural educational programs must be developed and teachers must be trained to deal with the exigencies of a multicultural situation in schools. (Author/RM)

SO 008 925

Ozgentas, Ibrahim, Ed. Educational Research in Turkey, 1971-1972. Ministry of National Education, Ankara (Turkev)

Pub Date /4
Note—59p.; For a related document, see SO 008
926; Produced by the Planning, Research and
Coordination Office
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Art, Communication Skills, *Com-

Descriptors—Art, Communication Skills, *Comparative Education, Curriculum Development, *Developing Nations, *Educational Research, Elementary Secondary Education, Higher Education cation, Research, Social Sciences, Teacher

Education
Identifiers—*Turkey
Summaries of 34 educational research projects, completed or in progress in Turkey during 1971-72, are contained in this survey. Information is outlined in 12 major categories: title, organization, researcher(s), progress status, bibliographic references, background and aim(s), size and composition of sample, methods, main findings, number of workers, time schedule, and source of finance. Various research topics include access to higher education, achievement, art, attitudes,

communication skills, curriculum development, elementary and secondary education, higher education, teacher training, and social sciences. (JR)

Ozgentas, Ibrahim, Ed. Educational Research in Turkey, 1973-1974. Ministry of National Education, Ankara (Tur-

Pub Date 75

Note—96p.; For a related document, see SO 008 925; Produced by the Planning, Research and Coordination Office EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

EDRS Price MF-30.83 HC-\$4.67 Plus Postage Descriptors—*Comparative Education, Curricu-lum Development, *Developing Nations, *Edu-cational Research, Elementary Secondary Edu-cation, Higher Education, Research, Social Sciences, Teacher Education Identifiers—*Turkey

Summaries of 62 educational research projects, completed or in progress in Turkey during 1973-74, are contained in this survey. Information is outlined in 12 major categories. Included in the outlined in 12 major categories. Increased in the categories are title, organization, researcher(s), progress status, bibliographic references, background and aims, size and composition of sample, methods, main findings, number of workers, time schedule, and source of finance. The research focuses on various topics such as administration, curriculum, educational practice, higher education, elementary and secondary education, students, and teacher education. The document concludes with a list of researchers and an alphabetical list of descriptors. (JR)

95 ED 118 518 SO 008 931

Bar-Tal, Daniel Frieze, Irene Hanson Achievement Motivation and Gender as Determinants of Attributions for Success and Failure.
Pittsburgh Univ., Pa. Learning Research and

Development Center.

Spons Agency-National Inst. of Education (D-HEW), Washington, D.C.

Report No-1975/26 Pub Date 75

Note-32p.; For a related document, see SO 008 835

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Achievement, Educational Research, *Failure Factors, Individual Dif-ferences, Low Achievement Factors, *Performance formance Factors, Psychological Studies, Psychology, *Sex Differences, *Success Factors

rsychology, "Sex Differences, "Success Factors Research designed to analyze the effect of achievement motivation and gender as determinants of attributions for success and failure is described. One-hundred and twenty male and female subjects, divided according to levels of achievement motivation, were asked to do an anagram task at which they were made to succeed or fail. Ratings of ability, effort, task difficulty, and luck, as possible causes for success or failure, indicated that those with high achievement motivation of both sexes made relatively higher ratings for ability and lower ratings for task difficulty. Females tended to employ higher ratings for luck, and females with high achievement motivation made more use of effort as a causal factor than men. High achievement motivation males had a very high estimate of their own abilities. The male and female low achievement-motivated groups tended to be similiar, although the women tended to make more use of task difficulty in explaining failure and had somewhat higher rating of their abilities. The low achievement-motivated males saw ability as the primary determinant of outcome.
(Author/DE)

SO 008 933 ED 118 519 A Human Contribution to the Structure of Peace: International Educational and Cultural

Exchange.

Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C. Report No—106-8757 Pub Date Mar 74

-46p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 4400-01512, \$0.95) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Cross Cultural Studies, Cultural Education, *Cultural Exchange, *Exchange Programs, *Foreign Countries, Foreign Culture, Foreign Students, Intercultural Programs, Inter-

national Programs, *Statistical Data, Student Exchange Programs, *Study Abroad, Tables (Data), Teacher Exchange Programs, Tourism, Travel

This publication discusses and provides statistics on United States travel abroad and foreign travel to the United States. Contents include a discussion of the following: (1) trends in clude a discussion of the following: (1) trends in travel and exchange programs; (2) scope and relevance of U.S. exchanges; (3) cultural exchanges, programs, and travel between the West and Russia, Poland, Hungary, Romania, Czechoslovakia, Bulgaria, the People's Republic of China, and the Middle East; (4) programs in-volving foreign visitors who came to the United States to study the democratic process; (5) exchange programs aimed at fighting drug abuse; (6) environmental and urban projects; and (7) other nations' support for exchanges. Names, addresses, and descriptions of groups that provide exchange opportunities are provided. The tables in the appendices, which comprise half of the publication, contain statistics on exchange programs from 1949 to 1972. Included are numbers of both U.S. and foreign persons exchanged, origin or destination by area, kinds of exchange grants, and what the travelers taught or studied.
(Author/RM)

ED 118 520 SO 008 934

Teen Consumer. Teaching Guide. Florida Univ., Gainesville. Florida Cooperative

Extension Service. Note—36p.; For related documents, see SO 008 935 through 939
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Consumer Education, *Economic Education, *Home Economics, Learning Activities, Money Management, Publicize, Secontivities, Money Management, Publicize, Secondary uvities, Money Management, rubinete, secondary Education, Teaching Guides, Teaching Techniques, "Teenagers, Youth Clubs
This teacher's guide for consumer education, one in a series of consumer resources, provides

learning activities for secondary students and 4-H Club members. The document emphasizes the importance of teenagers as consumers. Based on this philosophy, the materials are developed to give teens the training and guidance to develop the skills needed to become competent consumers. The document is divided into two sec-tions. The first section, the teacher's guide, includes a statement of purpose, objectives, ideas, suggested resources, and a suggested discussion outline for individual learning activities. The stu-dent materials in the second section provide background information and specific learning activities which revolve around topics such as advertising, shopping, credit, consumer responsibility, and the metric system. (Author/JR)

ED 118 521 SO 008 935

Banking, Teaching Guide.
Florida Univ., Gainesville. Florida Cooperative Extension Service.

Note-18p.; For related documents, see SO 008

934 through 939 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

*Consumer Education, *Economic Education, Financial Services, *Home Economics, Learning Activities, Money Management, Secondary Education, Teaching Guides, Teaching Techniques, *Teenagers, Youth Clubs

One in a series of consumer education materials for teenagers, this document focuses on banking and banking services. The series is based on the philosophy that teens need the training and guidance to develop the skills needed to become competent consumers. Developed for 4-H Club members, the material is designed to acquaint students with the functions of a bank, and to teach them how to use a checking account and how to write checks. Two sections comprise the guide: the teacher's guide, which contains state-ment of purpose of individual activities, objectives, ideas, suggested resources, activities for learning experiences, and evaluation; and the stu-dent section, which offers background informa-tion and specific learning activities. (Author/JR)

ED 118 522 SO 008 936

Shopping. Teaching Guide. Florida Univ., Gainesville. Florida Cooperative

Extension Service. Note-20p.; For related documents, see SO 008

934 through 939 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Consumer Education, Consumer Protection, *Economic Education, Home Economics, Learning Activities, Money Management, Publicize, *Purchasing, Secondary Education, Teaching Guides, *Teenagers, Youth Clubs outh Clubs

One in a series of consumer education materials for 4-H Club members and secondary students, this document focuses on shopping and purchasing. The series is based on the philosophy that teens need the training and guidance to develop the skills needed to become competent consumers. The shopping project is designed to acquaint students with some of the functions of the market place, to encourage them to seek adthe market place, to encourage them to seek additional information, to teach about some of the tools used in selling (advertising) and how to make reasonable choices, and to alert youth to the dangers and results of deceptive sales methods. The document is divided into two secmethods. The document is divided into two sec-tions. The first part is the teacher's guide which contains statement of purpose, objectives, ideas, suggested resources, activities for learning ex-periences, and evaluation. The second section is the student materials which contains background information and specific learning activities.
(Author/JR)

ED 118 523 SO 008 937

Supermarket Project. Teaching Guide.
Florida Univ., Gainesville. Florida Cooperative Extension Service

Note-18p.; For related documents, see SO 008

934 through 939 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Protection, *Economic Education, Consumer Protection, *Economic Education, *Food, Home Economics, Learning Activities, Money Management, Nutrition Instruction, *Purchasing, Secondary Education, Teaching Guides, *Teenagers, Youth Clubs
The focus of this document, one in a series of

consumer education materials for 4-H Club mem consumer education materials for 4-H Club mem-bers and secondary students, is supermarkets, food, and purchasing. The materials in the series are based on the philosophy that teenagers need the training and guidance to develop the skills needed to become competent consumers. The su-permarket project focuses upon four major objec-tives: help students gain an understanding of ways to supermount the food bill analysis students. to save money on the food bill; enable students to learn how to use the facts on labels to help them buy the best product; acquaint students with buy the best product; acquaint students with some of the new supermarket tools—unit pricing, open dating, and nutritional labeling; and acquaint students with how the tools can best help the food shopper. The document is divided into two sections. The first section is the teacher's guide which contains a statement of purpose, objectives, ideas, suggested resources, learning activities, and evaluation. The second learning activities, and evaluation. The second section is the student material which contains background reading and learning activities. (Author/JR)

ED 118 524 SO 008 938

Money Management. Teaching Guide. Florida Univ., Gainesville. Florida Cooperative

Extension Service.
Note—18p.; For related documents, see SO 008

Note—18p.; For related operations of the Note of the N

Youth Clubs

This document, one in a series of consumer education materials for 4-H Club members and secondary students, focuses on money management. The materials are based on the premise that an understanding of the management of money is vital if one is to be prepared to meet the challenges of the economically oriented society. Specific objectives are for students to gain an understanding of the principles of the management of money; see the influence of individual values, goals, and resources on money management; realize the value of education in terms of expected lifetime income; and understand why saving is an important part of money management. The materials are divided money management. The materials are divided into two sections. The first part is the teacher's guide which contains statement of purpose, ob-jectives, ideas, suggested resources, learning ac-tivities, and evaluation. The student materials comprise the second part which contains background reading and specific learning activities. (Author/JR)

ED 118 525 SO 008 939

Understanding Credit. Teaching Guide. Florida Univ., Gainesville. Florida Cooperative Extension Service.

Pub Date May 74

Note-32p.; For related documents, see SO 008 934 through 939

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors-*Consumer Education, (Finance), Economic Education, Learning Ac-tivities, *Money Management, *Purchasing, Secondary Education, Teaching Guides, Teaching Techniques, *Teenagers, Youth Clubs

This oocument, one in a series of consumer education materials prepared for 4-H Cluo members and secondary students, focuses on credit and money management. Because credit has both positive and negative aspects, teenagers must be informed how to use credit wisely and how to avoid getting into financial difficulty. Specific objectives are for students to realize that credit costs money, acquire an understanding of the cost terminology necessary to shop for credit, and recognize the advantages as well as the disadvantages of using credit. The document is divided into two sections. The first part is the teacher's guide which contains statement of purpose, objectives, ideas, suggested resources, learning activites, and evaluation. The second section is the student material which presents background reading and learning activities. (Author/JR)

ED 118 526 SO 008 954

Gutierrez, Robert
Unit on Political Decision Making and Action Strategy over a Local Environmental Problem.

Spons Agency—Florida State Dept. of Education,
Tallahassee. Office of Environment Education.
Pub Date 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-Class Activities, Conflict Resoluescriptors—Liass Activities, Conflict Resolu-tion, *Decision Making, *Environmental Edu-cation, Instructional Materials, Political In-fluences, *Political Issues, Political Power, *Political Science, Public Policy, Resource Materials, Secondary Education, Social Studies, *Social Studies Units, Teaching Techniques, Values

This unit provides six lessons in which students develop a strategy for political action on a local environmental issue. The unit emphasizes the environmental issue. The unit emphasizes the process of solving political problems within the political system and may be adapted to any geographical or social problem. The first lesson introduces a general environmental issue and requires students to make a value decision between the rights of people and nature. In lesson two, the students examine a local environmental problem in political terms through a simulation and a field trip. Lesson three is a simulation which introduces students to the concepts of conflict, conflict solution, and decision making. Les-son four is a slide discussion of the various kinds of political power. Lesson five provides readings and questions for a discussion on how organized, political-pressure groups work. Lesson six requires the students to formulate their own political strategy for a solution to the environ-mental issue. Except for audiovisual materials, Lesson six this unit contains all the necessary student readings, teaching instructions, discussion teaching instructions, questions, and evaluation questions for the unit. (DE)

SP

ED 118 527 SP 009 569 A Conference Design for Teacher Centered Inservice Education.

МΙ

ational Education Association, Washington, D.C. Div. of Instruction and Professional Development. Pub Date [75]

Note-20p.; For related document, see SP 009 568; Not available in hard copy due to marginal legibility of original document vailable from—National Education Association,

Available from-1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Design Needs, *Evaluation Needs, *Inservice Teacher Education, *Local Unions, *School Surveys. Teacher *Teacher Workshops

The document discusses teacher-centered inservice teacher education. It describes how local associations of teachers can get together to insure that inservice education will reflect their needs, answer their questions, and help with their specific problems. An outline is presented for a model conference to plan such a program. (CD)

SP 009 612

Massey, Sara Crosby, Jeanie
Feeling Around in the Dark; A Guide to
Psychological Curricula. Draft. Paper No. 114. England Program in Teacher Education,

Durham, N.H. Pub Date Mar 75

Note—114p.
Available from—New England Program in Teacher Education, Pettee Brook Offices, Durham, New Hampshire 03824 (\$12.50)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—Bibliographies, *Children, *Curriculum, *Curriculum Guides, Educational Objectives, *Humanistic Education, *Psychological Needs, Self Concept, Self Esteem, Teaching

Methods Identifiers—*Self Knowledge The document discusses the significance of psychological curricula, presents outlines of several specific curricula which can be purchased, and raises and answers questions about why it is important for children to participate in classes in which they can examine their feelings and their images of themselves and others. It is stated that the modern trends is away from an education which only provides cognitive knowledge and toward education which develops the child's self-knowledge and capacity to think creativity and analytically and encourages the child to feel self-esteem. A bibliography provides information on where to write for specific curriculum packages, what materials are included, what specific kinds of activities are used, and adwhat specific kinds of activities are disco, widely-vantages and disadvantaged of different, widely-used programs. The document's title, "Feeling used programs. The document's title, "Feeling Around in the Dark," is meant to imply that the affective areas of education are still only vaguely understood, but that it is important to make an effort at finding out how a humanistic education can best relate to the psychological needs of learners. (CD)

ED 118 529 SP 009 625

Aquino, John, Comp.
Performance-Based Teacher Education: A Source Book. PBTE Series No. 21.

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date Jan 76

Note-131p.

Available from-Order Department, American Variable Roll—Order Department, American Association of Colleges for Teacher Education, Suite No. 610, One Dupont Circle, N.W., Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage Descriptors-Abstracts, Accountability, *Catalogs, Certification, Educational Programs, Governance, Individualized Instruction, *Literature Reviews, *Performance Based Teacher Education, Program Evaluation, Staff Improvement, State Departments of Education

This document is a compilation of articles, extracts of books or articles, and abstracts o material on performance based teacher education (PBTE). It is divided into four sections. The first contains background material and provides definitions, rationales, and historical con-texts for PBTE. The second section has material on program design, evaluation and assessment, personalization and individualization, and field-based support systems for PBTE. The third section is divided into the following headings: general implications, staff development, general implications, staff development, governance, accountability, state agencies, and accreditation issues in PBTE. The fourth section presents a critique of PBTE from the standpoint of the American Federation of Teachers and another from a general standpoint. The document

also includes names of the jury members who

chose the documents for inclusion in the source book, the list of the original documents from which these were selected, and information about AACTE and ERIC. (CD)

SP 009 744

Fitzpatrick, G. S. Angus, M. J.
Through Teachers' Eyes: Teaching in an Open
Space Primary School. Technical Report No. 1. Australian Advisory Committee on Research and Development in Education, Canberra.; Western Australia Education Dept., Perth.

Pub Date Jun 75 Note-64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Discipline, Educational Innovation, *Foreign Countries, Inservice Teacher Educaroreign Countries, inservice reaction, "Open Plan Schools, Physical Environment, School Design, Student Teacher Relationship, Teaching Methods, "Teaching Styles, "Team Teaching Identifiers—" Australia

Interviews were conducted with 27 teachers working in open space schools in Australia. The selection of interviewees was arranged to find those with both critical feelings of the deprivation of their traditional roles and the independence of the self-contained classroom and with enthusiasm for what others view as a major component of educational progress. Those who felt uncomfortable with the new schools (some to the point of one with the new schools (some to the point of requesting transfer to traditional schools) cited among their problems a lack of discipline, an "anything goes" attitude by the children, exces-sive noise, the difficulty of enforcing their own standards when not supported by other teachers, and dislike of practical aspects of the physical environment. Those who liked the schools cited (1) the opportunity to cooperate as a staff, (2) the enhancement of possibilities of learning successful teaching strategies from other teach feeling of increased independence and freedom to experiment, and (4) the validity of having teachers focus on their special abilities rather than try to cover all things for all children. It was inferred on the basis of this interview that the open space school is not necessarily geared to every teacher's personality and abilities, but that it is a positive innovation for many. (CD)

Roberts, Launey F., Jr. Giles, Jacqueline
S. T. E. P.: Suburban Teacher Education Program. Final Report.

Southern Univ., Houston.

Pub Date 75

Note-40p.; For related document, see SP 009

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-\$0.83 HC-\$2.00 Flus a constitution of the constituti Teachers, *Student To Schools, Suburban Youth

The Suburban Teacher Education Program (STEP), was a full-semester alternative student teaching experience at Texas Southern University, the purpose of which was for students to gain additional understanding and insight in brid the sociocultural gap that exists between life in suburbia and the central city. This goal was achieved by providing a selected number of black student teachers the opportunity to become in-volved in this special alternative student teaching activity. The several interdisciplinary seminars which comprised the first phase of the program were intended to provide students with a repertoire of technical, personal, and coping skills for successfully addressing teaching problems in predominantly white communities. The second phase of the program consisted of full-time teaching in the same classrooms in which observations took place during the first phase. STEP program activities were based on throughly tested procedures drawn from the nationally recognized Cooperative Urban Teacher Education program, which prepares teachers for inner city schools. (The report contains a bibliography and an appendix showing the score and sequence calendar for the program.) (BD)

ED 118 532 SP 009 809 Bredemeier, Nancy And Others A Conceptualization of the Clinical Professorship. Pub Date Feb 75

Note-20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators 55th, New Orleans, Louisiana, February 1975) Some lines may not reproduce clearly due to quality of original EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

School Cooperation, *College Supervisors, *Cooperating Teachers, *Preservice Education,

School Involvement, Student Teachers
This paper describes the use of clinical profes-

sors at Kent State University and 19 affiliated teacher educatoion centers who oversee student teachers' involvement in participating schools.

The professors have the following nine major responsibilities: (1) preparing the students before arrival in the schools, (2) orienting the students to the schools and communities in which they will serve, (3) planning varied field experiences, (4) assessing student progress, (5) serving on a teacher education center steering committee, (6) conducting inservice activities with teachers in the schools, (7) conducting a seminar in the teacher education center, (8) conducting research, and (9) solving problems. People at Kent State feel that this kind of program has meant more work for the clinical professor and has demanded certain adjustments from the schools, but they are pleased with the results. (CD)

ED 118 533

SP 009 811

Cyphert, Frederick orces Affecting Program Development in Higher Education: Is Anyone Driving? Occasional

Paper No. 11. Ohio State Univ., Columbus. Center for Voca-tional and Technical Education.

Pub Date May 75 Note-10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Budgets, Collective Bargaining, *Educational Finance, *Educational Planning, Enrollment Rate, *Enrollment Trends, *Higher Education, Political Attitudes, *Teacher Education, University Administration

Higher education now faces problems which inhibit it from planning major new programs for the future. The two most serious problems are crises in funding aggravated by dwindling enrollments and lack of continuity in leadership. Teacher education programs are often spared from being cut-some have been expanded-because they are cheap to run, but interests of budget and cost efficiency preclude innovations. In terms of leader-ship, individual private interest, examplified by faculty collective bargaining, often ignores larger faculty collective bargaining, often ignores larger issues. College administrator turnover is rapid, partly because the jobs are so demanding and frustrating. This too diminishes long-term cooperative planning. A swing to conservatism in American politics has influenced education. People seem ready for a return to the 3 Rs; other aspects of traditional universities will survive as well, while the rest will rely mostly on field ex-periences and emphasize real skills as opposed to titles and credentials. Those seriously interested in progressive education should work together to prevent a chaotic, unplanned, and undesirable educational future. (CD)

ED 118 534

SP 009 814

Arnstein, George
What Does Teacher Certification Stand For? Pub Date 29 Jan 76

Note—9p.; Paper presented before the National Association of State Directors of Teacher Edu-

Association of State Directors of Teacher Edu-cation and Certification (St. Louis, Missouri, February 3, 1976) EDRS Price MF-50.83 HC-\$1.67 Plus Postage Descriptors—*Accreditation (Institutions), Col-lege Faculty, Grading, Higher Education, Professional Personnel, Role Conflict, Stan-dards, *State Standards, Student Teachers, *Teacher Certification, Teacher Education, *Teacher Employment, Teacher Evaluation, *Teacher Supply and Demand The main argument is that standards for certi-

The main argument is that standards for certifying teachers are too lax. It is argued that this might have been acceptable when there was a shortage of teachers, but, now that there is an oversupply of teachers, it is time to certify only the best qualified. The author criticizes certifica tion practices which ignore thoretical standards and instead accredit almost any teacher education program. The role of school of education faculty is described as having an inherent conflict, in that faculty wish to help their students and are unwilling to grade them realistically and possibly limit their opportunities to get jobs. It is suggested that teaching cannot be a full status profession as long as a teaching certificate does not guarantee a high level of professional per-formance. (CD)

ED 118 535

SP 009 815

Goddu, Roland
A Plan for Developing a Need Responsive Five
Year Program Plan and a Handbook for Systematic Program Development and Monitoring.

Descriptors—*Educational Administration, *Educational Development, *Educational Planning, Educational Strategies, *Management Systems, Manpower Utilization, Problem Solving, Program Budgeting, Program Evaluation, Resource Allocations

This document outlines the steps necessary for the development and implementation of a year plan for an educational system. It first presents a framework for a five year program plan which includes a yearly statement of the goals of the organization, review or evaluation of the program, a yearly statement of priorities, determination of effort in each component of an organization, and reporting. The document also looks at the process for developing a five year program plan and analysis, skills development, report preparation, and work scope. (CD)

Foss, Keir The Status of Professional Studies in Teacher Edu-cation: Conflicts Between Intentions and Struc-

tures in a College of Education. Sussex Univ. (England). Centre for Educational

Technology.
Pub Date 75 Note-55p.

Available from—Keir Foss, Centre for Educa-tional Technology, University of Sussex, Folmer, Brighton, England (No price quoted)

Journal Cit—University of Sussex Education Area Occasional Paper; n4 1975 EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors—*Course Evaluation, *Curriculum Evaluation, Higher Education, Professors, Stu-dents, *Teacher Education *Curriculum

Identifiers-*Professional Studies This is the report of a study that examined the impact of the institutional structure on the development of the professional studies course at one college, the influence it had on the staff and student commitment and perception of relevance, and the way the structure affected the nature of the program at work. The research data for the study was collected through interviews, questionnaires, participant observation, and college docu-ments. Chapter 1 concerns the formal organization and curriculum of professional studies. It discusses two phases, 1965-72 and 1972-75, in the development of the course. In chapter 2, the focus is on the perception of status and value of professional studies. It contains staff comments on the influence of the structural and organiza tional features of the college course pattern, and student comments on the competence and commitment of the staff. Chapter 3 contains staff and student comments on the conflicts and anxieties associated with teaching and learning in the professional studies area. (Appended are 14 items including research methods, questionnaires, course patterns, academic structure at the college, unit structure of courses, academic staff structure, staff teaching experience, matriculation patterns, lines of communication, and member-ship of the Academic Board.) (RC)

SP 009 818

Carney, Magdalene M., Ed. And Others Teaching: Issues, Perspectives, and Definitions. Selected Readings.

MSS Information Corp., New York, N.Y.

Pub Date Dec 75

Note—197p. Available from—MSS Information Corporation, 655 Madison Avenue, New York City, New York 10021 (\$5.00)

Document Not Available from EDRS

Descriptors-Educational Practice, *Educational Theories, *Instruction, *Learning, Models,

Psychoeducational Processes. Teacher Educarsychocducational Processes, Teacher Educa-tion, *Teaching Identifiers—ANISA Model This volume of readings is a basic survey of is-

sues and perspectives concerning the nature of teaching. Part one is composed of four articles containing perspectives on the need for educa-tional theory. Two of the authors contend that educational theories emerge from education, while the other two authors are more positive in their conception of the nature and function of theory in educational practice. Part two contains nine articles on Perspectives on teaching, learning, and instruction. Some of the topics discussed are psychological conceptions of teaching, defin-ing good teaching, the use of concepts in teaching and learning, the role of content in learning, theories of instruction, and a conceptual model of instruction. The final article presents the American National Institutes for Social Advancement (ANISA) perspectives on the nature of teaching. A list of references is included in this book. Appended is a summary statement on the ANISA model. (RC)

ED 118 538 SP 009 826

Howsam, Robert B. Now You Shall Be Real to Everyone.

American Association of Colleges for Teacher Education, Washington, D.C. Pub Date 76

Note-31p.; The seventeenth Annual Charles W. Hunt Lecture presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February

Available from—The American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, N.W., Washington, D.C. 20036 (Book No. 910052-95-6, No price

quoted)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Governance, Higher Education, Internship Programs, Professional Associations,
*Professional Education, Professional Occupations, Professional Personnel, *Professional
Recognition, Standards, Teacher Associations, *Teacher Education

Identifiers-*American Association Colleges Teacher Education

This speech, by a member of the American Association of Colleges for Teacher Education's Commission on Education for the Profession of Teaching (CEPT) and one of the authors of the CEPT report, is a discussion of CEPT. He begins by discussing whether or not the teaching profession and teacher education are "real" professions. He takes the view that they are not and that the task ahead for teacher educators is to that the task aneau for teacher educators is to know what constitutes a "real" profession and to pursue it with wisdom and vigor. Next, he talks about problems in schools, and states that no ef-fort to improve schools in America is likely to succeed until progress is made in improving the professional education of teachers. He urges that the governance of the teaching profession must be given to teacher educators and not to the states. He believes that one way to achieve a professional status in teacher education is to increase the teacher education curriculum to in-clude a fifth year internship. He highlights por-tions of the CEPT report and states that the commission is neither uncritical of nor does it defend universities and their performance in teacher education. He concludes that the teaching profession will be a "real" profession when society recog-nizes teachers as highly competent professionals, when the universities and colleges accord them status, when the profession supports and cherishes them, and when their own self-respect and self-esteem tells them that they are real at last. (RC)

ED 118 539 SP 009 827 ISA Bulletin No. 78 September 1975. International Schools Association, Geneva (Swit-

zerland). Pub Date Sep 75

Note-61p.; Some articles in French and some in English

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Book Reviews, Developing Na-tions, *Educational Programs, Family Planning, Females, Feminism, Folk Culture, *Foreign Culture, Illiteracy, *International Organizations, *International Programs, Latin American Culture

Identifiers-United Nations

The document is comprised of short articles on a variety of topics chosen for their relevance to in internationally-oriented schools. educators Some of the subjects covered are international women's year, population assistance to developing countries, Iranian Folktales, illiteracy in Latin America, and Ford Foundation involvement in Turkey. There are also book reviews, news briefs on educational projects in different countries, and reports on United Nations educational work. Some of the articles are in both French and English, some just in French. (CD)

ED 118 540 SP 009 828

Campbell, A. D., Comp.

ISA Bulletin Special Workshop Report Edition No.

76. "Will Your Teaching Survive the Seven-

International Schools Association, Geneva (Switzerland).

Pub Date Feb 75

Note—86p.; A report on the International Schools Association Teachers In-Service Training Workshop (1st, International School of Geneva, Switzerland, July 8-19, 1974) EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Comparative Education, Educa-tional Needs, Humanistic Education, *Inservice Teacher Education, *Interdisciplinary Ap-proach, *Teacher Workshops This is a report of the first teachers' inservice

training workshop sponsored by the International Schools Association. It begins with some introductory statements concerning the workshop and its theme--"Will your teaching survive the seventies?" It also indicated in these introductory remarks that the workshop was intended as a conference concerned with new educational thinking in Britain and the United States, and also as an interdisciplinary experience for the partici-pants. The next part of the report presents sum-maries of the talks by the principal speakers. The summaries have been subjectively reported by the compiler and are not pure transcriptions. The speakers' topics included (1) the need for humaness in all educational development; (2) community living; (3) the need for a greater "exactness" in approaches to learning; (4) the philosophical m approaches to tearning, (4) the philosophical nature of the educational process; (5) the im-portance of a properly organized school situation; (6) the organization planning, self-questioning, and honesty required in teaching mathematics; (7) and "survival techniques" for teaching in the seventies. The summaries of these talks are followed by a brief summary of other talks and discussion groups. Annexes to the report comprise the next part, and include bibliographies. additional reports, and other sources of information. (RC)

ED 118 541 Annual Report for 1975 by the National Advisory Council on Education Professions Development. National Advisory Council on Education Professions Development, Washington, D.C. Pub Date 30 Jan 76

Note—25p.; For related documents, see ED 102 161, ED 102 167, and ED 109 083

161, ED 102 167, and ED 109 083
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Adult Education, Certification,
Consumer Economics, *Educational Development, Educational Quality, Educational
Research, Federal Legislation, *Federal Programs, *Inservice Education, *School Personnel, Teacher Recruitment, *Teacher Supply grams, *Inservice Education, *School Person-nel, Teacher Recruitment, *Teacher Supply and Demand, Teaching Quality Identifiers—Education Professions Development

The National Advisory Council on Education Professions Development was established by law to review federal programs for the training and development of education personnel and report its findings and recommendations to the President and to Congress. In 1975, the council held four meetings. The first resulted in 15 recommendations concerning inservice teacher education, adult education, research, and other issues. Also, a draft report, "Gatekeepers in Education: A Report on Institutional Licensing," was discussed and adopted for publication at this meeting. The report was written to combat consumer abuse and improve standards for institutional licensing. The second meeting adopted a report on directions for the Teacher Corps. The third meeting discussed the council's testimony before the Senate Subcommittee on Education and the Congress' reluctance to continue the Education Professions Development Act in a time of teacher

IMI

surplus. The council's position was that, while recruitment of new teachers is no longer a problem, the priority has become quality of teachers and improvement of inservice education.
The last meeting of 1975 left it unclear whether
the council would be continued, but the staff was to develop an issues paper presenting the council's view of the federal role in education professions development. (The text of the law establishing the council and its responsibilities is included in this report, as are numerous details on selection of officers, reports approved, educational institutions visited, and other business). (CD)

SP 009 830

Education in the 70's and Beyond. Pittsburgh Univ., Pa. School of Education

Pub Date 11 Apr 75

Note—196p.; Papers presented at the Annual Colloquim of the Council of Graduate Students in Education (1st, University of Pittsburg, April

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Basic Skills, *Educational Alternatives, Educational Change, *Educational *Educational Philosophy, Educational Research, *Educa-tional Trends, *Humanistic Education, Literacy, Reading Instruction

Identifiers-Multicultural Education

These papers focus on (1) alternatives to and within education, (2) critical issues for the 70's and beyond, and (3) affective/humanistic education. While some papers are on very specific sub jects (i.e., teaching emotionally disturbed deaf children, reading readiness tests, peer influence on students, alcohol education, visual learning in literacy, and other subjects), some major themes overlap in several papers. Foremost is a concern that education not lose the momentum of some of the reforms made in the 1960's through an overemphasis on basic skills to the exclusion of concern with the affective and humanistic side of education. Another important theme is the crucial need for educational alternatives, including nonformal education in developing countries and better educational programs for the training of minority inner-city personnel. Several papers cern the problems of teaching reading and the fact that literacy is still not universal although it is fundamental to any other kind of learning. One paper criticizes the granting of academic credit in college for basic literacy courses. Various questions in educational research are also examined, including the problems of relating the understanding and knowledge of the researcher and the practitioner. (CD)

ED 118 543 SP 009 831

Bloom, Sophie Peer and Cross-Age Tutoring in the Schools: An Individualized Supplement to Group Instruc-National Inst. of Education (DHEW), Washing-

ton, D.C. Pub Date 75 Note-66n

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Academic Achievement, Annotated escriptors—Academic Activement, Annotated Bibliographies, *Cross Age Teaching, Group Instruction, *Individual Instruction, Instruc-tional Materials, *Peer Relationship, *Peer Teaching, Student Teacher Relationship, *Tutorial Programs, *Tutoring, Tutors Group classes with 30-40 children per teacher

favor the children who catch on fast. These children participate more in class and give more feedback to the teacher, so the teacher gears instruction to them and goes too fast for students who are having difficulty. Peer and cross-age tu-toring, can supplement class learning and help the below-average student catch up. Tutors provide tutees with a greater chance for personal participation in instruction and offer reinforce-ment of correct responses. The tutors are likely to improve their own knowledge of the subject their attitude toward school as well. Individualized instruction kits and materials are now available on the market and are useful for tutoring programs. Support of teachers for the tutoring program is crucial, as some teachers feel threatened by any program which removes partial responsibility for teaching from them and unconsciously subvert tutoring program. Peer tutoring has an advantage over cross-age or adult tutoring in that it does not require interclassroom cooperation. (A discussion of how to decide if tutoring is warranted in a classroom and how to organize and supervise a tutoring program is included in this book. An annotated bibliography provides reports of effects of tutoring on tutor nd tutee.) (CD)

Howard, Suzanne Liberating Our Children, Ourselves. A Handbook of Women's Studies Course Materials for **Teacher Educators** American Association of Univ. Women, Washing-

Pub Date 75

Note-56p

Note—Jop. Available from—American Association of University Women, 2401 Virginia Avenue, N.W., Washington, D. C. 20037 (§1.50) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Pescriptors—*Curriculum Guides, Educational Resources, *Feminism, Instructional Innova-tion, Political Socialization, School Role, *Sex Discrimination, Sex Role, Sex Stereotypes, *Teacher Education, *Womens Studies

This document presents a rationale for the use of women's studies courses in teacher education programs and offers suggestions concerning possi-ble topics to cover, books to read, and projects to do. It stresses that women's courses are ideally team taught and nonhierarchical, placing a strong emphasis on student involvement in the direction of the course. Units are suggested for a model course, "Sex Role and Education." Suggested topics include hiring and other employment practices, children's books, the socialization process, and changing discriminatory attitudes. Specific objectives are outlined in terms of what any college course should provide and what a women's course in particular should offer. Among the suggested learning projects are journals, individual experiments, and case studies of particular women. A number of ideas for research topics are suggested, along with possible ways of researching the topics. Suggested books are grouped under headings such as the History of the American Woman, Woman's Place, Women as a Minority Group, Sex Roles, and Counseling. A list of organizations dealing with women's rights issues is also included. (CD)

ED 118 545 SP 009 833 Kaplan, George

The Unlikely Alliance: COP and Academe. City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 75

Note-19p

Journal Cit-COP Bulletin; v2 n8 1974-75

Journal Cit—COP Bulletin; v2 n8 1974-75
EDRS Price MF-50.83 HC-\$1.67 Plus Postage
Descriptors—*Admission Criteria, College Students, *Community Involvement, Degree Requirements, *Educational Change, Higher Education, *Minority Groups, Minority Groups, Teachers, Open Enrollment, Student College Relationship, Teacher Aides, *Teacher Education

Identifiers—*Career Opportunities Program, COP It was recognized during the early 1970's that colleges had a responsibility to the communities in which they existed and that more and more people who were not white, middle class, or 18 were demanding a college education. The career Opportunities Program (COP) was involved in getting colleges and universities to make several kinds of changes in their teacher education pro-grams. One of the changes many institutions made was to establish open admissions or an admission policy in which students lacking normal prerequisites could be accepted on a probationary basis. On-site instruction was another innovation, with professors teaching courses in community schools. Many minority students and older students received bachelors degrees. Most COP students did unexpectedly well both academically and as teachers. Through this program, some teacher aides received degrees, while others teacher aloes received tegrees, while others received paraprofessional degrees and a concomi-tant rise in status. Conservative institutions, through association with COP, tended to become a little more progressive, while institutions which were already experimenting with socially relevant programs did so even more. (Descriptions are provided in this bulletin of changes at several of the institutions which were involved with COP.) SP 009 834

Paden, Jon S.

A National Evaluation of the I/D/E/A Change Program for IGE.

Charles F. Kettering Foundation, Dayton, Ohio. Pub Date Sep 75

Note-42p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Administrator Attitudes, *Educational Programs, *Individualized Curriculum,
*Individualized Programs, Inservice Teacher Education, *National Surveys, Parent Attitudes, *Program Evaluation, Questionnair School Surveys, Student Attitudes, Teacher At-

Identifiers-*Individually Guided Education

A survey was conducted to determine attitudes of administrators, teachers, students, and parents of students in schools using the Institute for Development of Educational Activities, Inc. (I/D/E/A) Change Program for Individually Guided Education (IGE). The study took over two years, and reached a sample of the 1,200 schools in 36 states. Generally, the attitudes of all groups were positive toward IGE. Results also indicated that school staffs which had used IGE for over three years liked it better than staffs using it for shorter periods of time. Also, the more IGE outcomes were implemented in a school, the more the staff was favorable. Attitudes of administrators, teachers, parents, and students in urban and non-urban schools were equally posi-tive, as were attitudes from schools with both predominantly white and non-white populations. Parents tended to feel that their children had progressed more in school using IGE. Teachers felt the program was equally useful for slow and fast learners as well as for culturally advantaged and disadvantaged students. A few administrators and teachers complained that the program car ried with it the necessity to increase work loads too drastically. (Tables and sample questionnaires are included.) (CD)

The Scottish Council for Research in Education.

Forty-Seventh Annual Report 1974-75. Scottish Council for Research in Education.

Pub Date Nov 75

Note-67p.

Available from-The Scottish Council for

Research in Education, 16 Moray Place, Edinburgh EH3 6DR (Free) Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Compensatory Education, *Educa-tional Research, *Foreign Countries, Interaction Process Analysis, *Program Descriptions

Identifiers-*Scotland

Much of this annual report of the Scottish Council for Research in Education consists of lists and reports, including names of officials, budget, titles of dissertations of Scottish university students, and titles of published articles relating to the Council. Two of these articles are included in the report. One describes methods of observing teaching strategies of teachers in the classroom (interaction analysis). The other is an article on compensatory education, which examines the development of intelligence, the issue of equal access to higher education for working class people, and the general question of whether education for working class people, and the general question of whether education is a useful or necessary dimension in helping people achieve economic or personal advantages. Reports are also presented on projects undertaken by the council. (CD)

ED 118 548 SP 009 836 88

Spencer, Mary L. Henderson, Joan C.
Santa Fe School Precision Teaching Program,
Evaluation Report 1974-75.
Telegraph Development Co., Berkeley, Calif.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date 31 Jul 75

Note-96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

EDRS Price MF-50.83 HC-54.67 Plus Postage Descriptors—Academic Achievement, Effective Teaching, Elementary Education, "Inservice Teacher Education, Learning, Performance, Remedial Arithmetic, "Remedial Instruction, "Remedial Programs, Remedial Reading, "Stu-dent Motivation, "Teaching Programs Identifiers—California (Oakland), Elementary Secondary Education Act Title III, ESEA Title III

The Santa Fe Precision Teaching for Effective Learning, (PTEL) an ESEA Title III program, was selected as a remedial instructional approach to the performance and motivational problems of Santa Fe students. It proposed the following six major program objectives (11) chapping and in major program objectives: (1) planning and implementation of start-up activities; (2) staff training in the charting of student correct and error frequencies in reading and math; (3) staff training in setting individual behavioral objectives and mastery criteria for students, and in concepts of the individualized management system; (4) training in reinforcement principles; (5) sequential or-dering of behavioral objectives in the math and reading curricula; and (6) the attainment of Oakland Unified School District achievement score norms in math and reading by 60, 80, and score norms in math and reading by 60, 80, and 100 percent of PTEL students in program years one, two, and three, respectively. The evaluation demonstrated that five out of six objectives were accomplished by the program. Curriculum planning and development of materials were initiated by the staff at the beginning of the program and continued throughout the year. The staff generally felt that the investive tenings to the staff at the program and continued throughout the year. staff generally felt that the inservice training provided was effective and adequately prepared them to implement PTEL methods in the classroom. Santa Fe PTEL failed to meet the pre-dicted objective of 60 percent of its students achieving OUSD reading averages by approxi-mately 10 percent and math averages by approxi-mately 14 percent. The staff's reaction to the program's operation, administration, and organization was generally positive. (Author/BD)

ED 118 549

SP 009 837

Behling, Fred L. And Others Fundamentals of Athletic Training. Second Edi-

American Medical Association, Chicago, Ill.; Athletic Inst., Chicago, Ill.; National Athletic Trainers Association, Lafayette, Ind.

Pub Date 75

Note—131p. Available from—Order Department OP-366, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610 (No price quoted)
Document Not Available from EDRS

Document Not Available from EDRS
Descriptors—Athletic Coaches, Athletic Equipment, Athletic Programs, *Athletics, *Health,
*Physical Education, Physical Education Facilities, Physical Fitness, *Professional Personnel
Identifiers—*Athletic Trainers

This book provides an authoritative reference

This book provides an authoritative reference on the fundamentals of athletic training for people with varied backgrounds but a common interest in the health and education of the high school athlete. The book is designed especially for the novice athletic trainer. Section 1 of the book concerns the organization and administration of athletic programs. Included in this section are discussions of athletic trainer relationships, are discussions of athletic trainer relationships, planning for health supervision, and facilities. Section 2, focuses on the principles of athletic fitness. It contains information on physical fitness, nutrition, personal health safeguards, mental readiness for competition, and adaptation to environment. The third section provides suggested procedures and practices. The topics presented the provides are about the section provides are superior to the provides and practices. are physical therapy; protective athletic equipment; protective taping; physical conditioning; first aid, including recognition, care, and referral; and evaluation and records. The final section of this book pertains to athletic training as a career, and consists of information on upgrading standards, professional preparation, and two appendixes containing National Training Association program requirements and procedures for certification. (RC)

ED 118 550

SP 009 838

Lahnston, Anton And Others
An Urbal Multi-Linguistic Competency Based
Preservice Field Based Teacher Preparation

Boston Univ., Mass. School of Education.

Pub Date 15 Dec 75

Note-9p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Cultural Differences, Cultural Pluralism, *Field Experience Programs, Internship Programs, *Multilingualism, *Preservice Edu-

With the conceptual model designed around the urban public and private school setting and its specific teaching strategies, this field-based

teacher preparation program covers appropriate methodology in reading/language arts, social stu-dies, and science. Students are afforded the opportunity of integrating content, theory, and prac-tice into a totally field-based multilinguistic cultrue into a totally field-based multilinguistic cul-turally diverse teaching/learning setting. Each semester program, comprised of approximately 40 junior interns, 30 cooperating teachers, 700 elementary pupils, and 4 university staff, is totally field-based in five urban schools. field-based in five urban schools. Content methods and instruction take place in one of the public school classrooms for a portion of each day; for the remainder of the day the interns work in their assigned classrooms. Program com-petencies are designed to emphasize the specification, learning, and demonstration of those behaviors which are essential to effective teaching. Program research emphasizing the effects of the training site on selected teacher training variables has been consistently evaluated within a multi-dimensional scheme. The research results have provided evidence in support of the field-based teacher preparation program, evidenc-ing that field-based preservice teachers have more positive feelings toward their teaching ex-perience than university-based preservice teachers. In the cognitive domain, as evidenced by pupil growth, field-based interns have demonstrated an ability to positively affect pupil learning. (Author)

ED 118 551 SP 009 839 Suburban Teacher Education Program (STEP). Texas Southern Univ., Houston. School of Educa-

Pub Date Dec 75

Note-13p.; For related document, see SP 009 784; Not available in hard copy due to quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors— "Field Experience Programs, Higher Education, Negro Teachers, "Preservice Education, "Student Teaching, Suburban Environment, "Student Schools, "Teacher Education Identifiers—"Distinguished Achievement Awards

The Suburban Teacher Education Program (STEP) was established at Texas Southern University in spring 1975. STEP is a 16 week ex-perience which seeks to effectively prepare back preservice teachers for suburban "cross-over" schools. It consists of two eight week segments, the first of which is devoted to the involvement of participants in interdisciplinary seminars in mental health, sociology of suburbia, and education, and employs inquiry teaching techniques and methods. The remaining eight weeks consists of actual in-class student teaching where the theories studies, field trips made, and the newer insights and understanding gained from the reali-ty-oriented and field-based activity of the first eight weeks are implemented. Students may receive a maximum of 12 semester hours credit for these experiences. Results of the first year's activity indicate that the program has made a sig-nificant impact on the student teachers, on the university, and the school community in which it is located. The program brings together a diverse supportive population and assists those students who seek to teach in suburbia in bridging the gulf that exists between the two cultures involved. (Author/CD)

ED 118 552 SP 009 840

Lickona, Thomas, Ed. And Others Educational Alternatives: A Sourcebook. Education for the Development of the Person. Volume 2, Numbers 1 and 2, Spring-Fall 1975.

State Univ. of New York, Cortland. Coll. at Cortland. Div. of Education.

Note—166p.; Proceedings of the 1973 and 1974 Conferences on Open Education EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Affective Objectives, *Educational Philosophy, Educational Quality, Elementary Education, Learning Theories, *Moral Development, *Humanistic Education, Learning Theories, *Moral Development, *Open Education, Performance Development, *Polyment Education, Performance Development, *Polyment Education, Performance Development, *Polyment Education, Performance Development, *Polyment Education, *Po Based Education, Self Concept, Student Role, Teacher Role

The document is a collection of articles, all of which concern educational reform in general and humanistic/affective education in particular. The first article establishes a theme for the book in warning that undue stress on competencies and

skills may mean losing sight of equally valid and important humanistic aims of education. A com-mon concern of many of the articles is developmon concern of many of the articles is develop-ing positive self-concept in children; encouraging moral development; helping the child to un-derstand and express humor, aggression, anger, and other personal feelings; and devising curricu-la that can spark a child's imagination. Two arti-cles focus on the habit of teachers to shy away from teaching science, both out of unfamiliarity with the subject and a lack of ingenuity in think ing of ways to make it accessible to young children. Experiments and projects are suggested which are both lively and educational. Another article examines children's difficulty with math and tries to focus on what kinds of operational thinking, as identified by Piaget, are required to master different mathematical problems, An arti-cle by Albert Shanker argues for strengthening the role of teacher associations in issues of educational policy. Other articles concern the role of cational policy. Other articles concern the role of the teacher in the open classroom, student role in a person-centered program, and competency based teacher education. (CD)

ED 118 553

SP 009 841

Kitchens, James D. Competency-Based Improvement of Instruction Program in Teacher Education at Southwestern Oklahoma State University.

Southwestern Oklahoma State Univ., Weatherford

Note-17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Conventional Instruction, *Educaescriptors—"Conventional instruction, "Education, tional Change, Guidelines, Higher Education, "Performance Based Teacher Education, "Preservice Education, Program Evaluation, "Program Improvement, Teacher Education

The Division of Teacher Education and Psychology at Southwestern Oklahoma State University has developed a unique approach to the task ofimproving teacher education. The uniqueness of the approach lies in (1) the at-tempt to revise an on-going program without ad-ditional funding, personnel, and released time; (2) the use of the basic tenents of competency or performance based teacher education (C/PBTE) as guidelines while retaining those more tradi-tional practices which are considered successful instead of replacing the existing program; (3) the instead of replacing the watering program of ex-development of a set of competencies out of ex-isting practice and revising these to conform to a desired teacher model rather than beginning with a particular teacher model; (4) the establishment of a system of assessment and evaluation based on an explicit set of competencies encompassing all of the student's learning experiences; and (5) the use of the expertise of local personnel to perform consultative services. (A table comparing traditional education to competency based educa-tion and an outline of the program are included) (Author/CD)

SP 009 842 Elementary Education at Utah State University, Logan, Utah. Sodia Program Description, Philosophy and Student Handbook of Competencies.

Utah State Univ., Logan. Dept. of Elementary

Pub Date 75

М

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

rescriptors—*Communication
ing Teachers, Educational
*Guidelines, Higher Education,
*Performance
*Performance
*Performance Descriptors-*Communication Skills, Cooperat-Based Teacher Education, *Performance Criteria, Personal Growth, Program Descriptions, Rating Scales, *Self Evaluation, Student Teachers, *Student Teaching, Teacher Role, Teaching Methods Identifiers—SODIA

The document describes Utah State University's program in elementary education, called SODIA, an acronym for self, others, discipline, implementation, and associate. The first part of implementation, and associate. The first part of the document identifies specific competencies student teachers need in developing their own self-awareness, in learning communication skills, and in teaching the specific subjects of language arts, reading, math, science, and social studies. It suggests specific instructional activities the stu-dent is expected to perform in the classroom as a student teacher. The second part of the document is a handbook of student teaching, defining the role of both student teacher and his/her supervisors. The student is expected to fill out forms which are included as a record of his/her development in different competencies. The third part of the document contains letters from school part of the document contains letters min school systems supporting the SODIA program. The last part of the document is a student program planning guidebook meant for use by education majors at Utah State. (CD)

Guidelines for Approved In-Service Credit. Pennsylvania State Dept. of Education, Har-risburg. Bureau of Curriculum Services. Pub Date 75

Note—16p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Course Descriptions, *Credit Cour-*Curriculum Development, *Inservice Teacher Education, *State Departments of Education, State Legislation, *Teacher Certifi-

The document explains how the state of Pennsylvania handles inservice teacher education It describes the use of local councils composed of school personnel, students, and community people, who suggest courses to be offered for inservice credit. The standards for these courses are listed. Sample forms are appended which show how a teacher applies for academic credit for courses and how someone wishing to teach an inservice course presents his/her curriculum outline. The relevant laws in the Code of Education are also included. (CD)

SP 009 845

Hill, Patricia J.

A Guide for Vision Screening in California Public Schools, 1974 Edition. California State Dept. of Education, Sacramento.

Pub Date 74

Note-31n

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Records (Forms), *School Health Services, *State Legislation, *Vision Tests, Visually Handicapped ntifiers—California

This document details the California State Code's provisions concerning eye examinations for children in public schools. It explains how the examinations should beconducted and recorded, how teachers can observe children for vision problems, how to report vision problems to parents and recommend secure medical ssistance, and what obligations the schools have to children with impaired vision. Appendixes in-clude the sections on vision screening from the Education Code, forms for examination and reporting, and a glossary. (CD)

ED 118 557 SP 009 846

A Negotiations Strategy for Inservice Education. National Education Association, Washington,

Pub Date 74

Note-25p.

Available from-National Education Association, 1201 16th Street, N.W., Washington, D.C.

20036 (No price quoted)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Boards of Education, Collective Negotiation, Contracts, *Educational Finance. Negotiation, Contracts, "Educational Finance, Evaluation Needs, Grievance Procedures, *In-service Teacher Education, *Negotiation Agreements, Program Design, Public School Teachers, School Districts, *Teacher Associa-

This paper is designed to be used as a practical source manual for the development of proposals for negotiations on inservice teacher education. It is divided into two sections. The first section focuses on the analytical techniques which should be used by an association in formulating the content and design of its inservice education proposal. It addresses the following three major considerations: (1) the relationship which should be developed between the negotiated inservice program and other negotiations priorities, (2) the negotiating unit, and (3) the legitimate organizational objectives of the association. The second section examines three general options which an association can adopt in negotiating its inservice program. Each option is accompanied by illustrative contract language. (Author/PB)

ED 118 558

SP 009 847

Pyfer, Howard R. And Others

Cardiac Arrest During Medically-Supervised Exer-cise Training: A Report of Fifteen Successful Pub Date May 75

Pub Date May 1975)
Note—3p.; Paper presented at the American College of Sports Medicine Meeting (New Orleans, Louisiana, May 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Cardiovascular System, *Exercise (

(Physiology), Heart Rate, Intervention, *Males, Medical Assistants, Medical Treatment, *Older Adults, Physical Fitness, *Risk

The Cardio-Pulmonary Research Institute conducted an exercise program for men with a history of coronary heart disease. Over 7 years, there were 15 cases of cardiac arrest during exercise (one for every 6,000 man-hours of exercise). Trained medical personnel were present in all cases, and all were resuscitated by electrical defibrillation with no permanent damage. Coro-nary heart disease patients are at risk of cardiac arrest during exercise, and there seems to be no way of predicting by age, type of exercise, or seeming tolerance to exercise whether or not cardiac arrest will occur. Nor are months of regular exercise a safeguard against an attack. However, exercise, even vigorous exercise, is safe if there are medical personnel present, and the physiological and psychological benefits of exercise in the rehabilitation process for coronary heart disease patients are important. (CD)

ED 118 559 SP 009 852 Homework. What Research Says to the Teacher. National Education Association, Washington,

Pub Date 75

Note—34p. Available from—NEA Publications, Order De partment, The Academic Building, Saw Mill Road, West Haven Connecticut 06516 (Stock No. 1036-1-00, no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, ments, Cheating, *Creative Thinking, Elementary Secondary Education, Guidance, *Home Study, *Home Work, *Independent Study, *Learning Theories, Student Motivation, Study

This booklet is an evaluation of the use of homework as it contributes to learning. The main contention of the booklet is that as often as possible homework should be in the form of independent study projects and should be interesting and enjoyable rather than boring or overly difficult. It enjoyable ratner than borning or overly discountering is suggested that homework assignments which are too long or too disagreeable create a great deal of anxiety in students, particularly those most anxious to succeed. The document refers to experiments in which homework loads were reduced in school systems with no noticeable decline in accomplishment, while children and their families both seemed pleased with the change. Unpleasant homework assignments are also criticized as leading to cheating, since many students do not see the need for doing the work themselves. It is stated that it is not in fact known whether or not homework detracts from the student's interest or vitality in the classroom. Creative assignments which genuinely challenge stu-dents and are geared to their ability levels are seen as useful when assigned in moderation. A bibliography by the ERIC Clearinghouse on Teacher Education of other literature on the subject of homework is included. (CD)

ED 118 560

SP 009 856

VanSickle, Ronald L. Measurement Issues and Competency-Based Teacher Certification. Pub Date 75

Note-10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Performance Based Teacher Edu-cation, Teacher Behavior, *Teacher Cer-tificates, *Teacher Certification, Teacher Edu-cation, *Teacher Qualifications, *Teacher Support

for a competency-based system of teacher cer-tification to be feasible and fair, a valid and reliable set of measurement procedures must exist. There are four questions which must be answered

before competency-based teacher certification can be validly implemented. The first question is, Should teacher or pupil behavior be used as evidence of teacher competence? Teacher behavior rather than pupil behavior is a more ap-propriate basis on which to judge teacher competence. The second question is, On what basis should specific behavioral indicators of competence be selected for observation? It is intellectually unjustifiable at this time to establish a particular set of behavior indicators of teacher competence as certification criteria. Question 3 is, Under what conditions should teacher behavior be observed in order to assess competence? Teacher behavior must be assessed in several contexts and over time if the assessments are to be generalizable. The final question asks, what kinds of measures of teacher behavior should be used to assess competence? Observation systems need to be identified and developed which are characterized by strong reliability and validity and by enough scope to reflect the range and complexity of teacher-student interaction. The movement in the direction of competency-based teacher certification should proceed only to the extent that our knowledge and technology will adequately support it. (RC)

ED 118 561

SP 009 857

Neuenschwander, John A. Oral History as a Teaching Approach.
National Education Association, Washington, D.C.

Pub Date 76

Note—42p. Available from—NEA Publications, Order De partment, The Academic Builling, Saw Mill Road, West Haven, Connecticut 06516 (Stock

No. 1801-X-00; no price quoted)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—Class Activities, Community
Characteristics, Community Study, Cultural
Background, Culture, *History Instruction, Instructional Innovation, *Interviews, *Local History, *Older Adults, Oral Communication,
*Oral History, Secondary Education, Social
History, Social Studies, *Tape Recordings
The break recentain informations of the trans-

The book presents information on the use of oral history as a classroom device. The first chapter discusses the evolution of oral history from a practice intended to preserve information non noted Americans to a way of preserving recol-lections of older Americans about the past. The second chapter explains why interviewing mem-bers of their own communities can make children nore interested in the subjects they study. The "-Foxfire Book," a popular anthology on Ap-palachia, originating from a social studies class, is used as an example of stimulating, innovative project. The third chapter offers suggestions on property in the student as an interviewer, such as how to be a good listener, ask good questions, and put the interviewee at ease. Methods of using tapes are compared in chapter 4. It is recomtapes are compared in chapter 4. It is recom-mended that segments of the tape be indexed rather than transcribing all the tapes, which is time-consuming and costly. Chapter 5 discusses the development of an oral history project and provides examples, including a sample release form, which gives a project the subject's permis-sion to use the interview, and a sample interview. son to use the interview, and a sample interview. The author states that the establishment of an oral history association, the increasing use of oral history in schools and colleges, and the enthusiasm usually associated with its use indicate that oral history is likely to be a major adjunct to classroom instruction in the 1970's. (CD)

ED 118 562 SP 009 858

Tilley, Herbert T. Preparing Educational Proposals. A Guide for Teachers

National Education Association, Washington, DC

Pub Date 76

Note-33p.

Available from—NEA Publications; Order Department; The Academic Building; Saw Mill Road; West Haven; Connecticut 06516 (Stock No. 1375-1-00; no price quoted)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors. *Financial Support, Program Budgeting, Program Costs, Program Descriptions, Program Design, *Program Development, *Program Planning, *Program Proposals, Research Projects, *Research Proposals

This booklet is intended to be a package that individual teachers and local associations can use in writing successful proposals. It begins with 10 in writing successful proposals. It begins with 10 steps that can serve as a guide for formulating a proposal. These steps can be used as agenda topics for working through the proposal process. The next section of this booklet details how to write the proposal. It contains the various parts of the proposal listed in outline with explanations and examples. The third section presents criteria for rating the proposal. The fourth section, concerning explanation and reporting states that evaluation ing evaluation and reporting states that evaluation and reporting of a proposal that is already being implemented is essential when looking for future funding. A chart showing the major activities that comprise the funding cycle makes up the fifth section. The final section of this booklet contains various sources of financial support for funding

SP 009 859

Presbie, Robert J. Brown, Paul L. Behavior Modification. What Research Says to the

Teacher.
National Education Association, Washington,

Pub Date 76

Note-39p. Available from-NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock no. 1035-3-00; no price quoted)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Behavior Change, Behavior Patterns, *Change Strategies, *Changing Attitudes, Elementary Secondary Education, Punishment, *Reinforcement, Reinforcers, Social Reinforce-

ment, Student Behavior

This report reviews some of the most relevant findings from the extensive research which has been done on behavior modification. It sum-marizes the more important, practical, concrete, and classroom-tested procedures which research shows to be effective im improving students' academic and social behaviors. The first section of the report begins by stating that a more descriptive name for the behavioral approach is behavior improvement. Next is an explanation of how consequences may be used to improve classroom behaviors. Reinforcement and pubishment are discussed, as are ways to change and improve academic and social behaviors. The next section talks about the methodology of using behavior modification procedures. It contains information on pinpointing behaviors and counting and charting behaviors. Behavior modification change procedures are the topic of the third section. Discussed in this section are change procedures, modeling as a change procedure, social reinforcement procedures, activity reinforcement procedures, token reinforcement procedures, and punishment procedures. The final section suggests ways in which the reader might learn more about behavior modification. The report also contains a list of 100 selected references. (RC)

ED 118 564 SP 000 860 Shaw, Alvie L.

In-Service Development through the Use of Video-Tapes and Learning Packages. Final Report. Eastern Washington State Coll., Chency.

Spons Agency—National Center for Educational Research and Development (DHEW/OF), Washington, D.C. Regional Research Program. Bureau No—BR-2-J-038

Pub Date Jan 76 Contract—OEC-X-72-0025(057)

Contract—OEC X-72-0025(057)
Note—298p; Video tapes available from Alvie L.
Shaw, Eastern Washington State College,
Showalter Hall, Cheney, Washington 99004;
Not available in hard copy due to light print
areas throughout document
EDRS Price MF-50.83 Plus Postage. HC Not
Available from EDRS.

Available from EDRS.

Descriptors—Behavioral Objectives, Evaluation, Independent Study, *Inservice Teacher Education, Large Group Instruction, Small Group Instruction, *Teacher Education, Video Tape Recordings

Recordings

The first section of this final report is an introduction that is on video tape and available only through the author. The second section, which is written, concerns large group instruction. It contains information on the lecture and on an instructional management strategy for in-dividualized learning. Small group instruction is explored in section three. Some of the topics

discussed are what is small group discussion and why it is desirable, how small groups should be organized, and how small discussion groups can function more effectively. Section four pertains to tunction more enecutively. Section four pertains to independent study. The topics discussed in this section include what independent study is all about, teacher planning for independent study, and materials for independent study. The focus in section five is on the development and writing of instructional objectives. Section six deals with the utilization of teaching strategies. Included in this section is information on the UNIPAC format. how children learn to think, key concepts of in-dividualization, machine scheduling, and deter-mining individual needs. Section seven discusses the development of learning packages and in-cludes sample formats. Section eight concerns creativity related to thinking skills. Finally, section nine deals with evaluation instruments. Included in this section is information on diagnosing and assessing the teaching act and per-formance assessment rating. (RC)

ED 118 565

SP 009 861

Benedict, Marjoric A., Comp.
Competency-Based Teacher Education: A Bibliography of Bibliographies.
State Univ. of New York, Albany. Teacher Education

cation Developmental Service.

Pub Date Aug 75

Note-6p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Annotated Bibliographics, Bibliographic Citations, *Bibliographies, Booklists, *Performance Based Teacher Education

This bibliography contains listings of bibliographies, annotated bibliographies, catalogs of holdings, and multimedia materials on competency-based teacher education. The information provided includes the author, title, publisher, date of publication, and the number of pages. Publication dates are all post - 1970. ERIC ED numbers are provided for those documents in the ERIC system. (RC)

ED 118 566 SP 009 862

Cozine, Dean Cozine, Dean
Teacher Perceptions of the Acceptability of
Teacher Training Products. Research and
Development Memorandum No. 141.
Stanford Univ., Calif. Stanford Center for

Research and Development in Teaching.

Research and Development in Teaching. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date Dec 75 Contract—NE-C-00-3-0061

Note-33p.

Descriptors—Complexity Level, *Evaluation, Inservice Teacher Education, *Instructional

*Instructional Materials, Microteaching, Skill Development, *Teacher Attitudes, Training Objectives The study was designed to find out what kinds

of teacher training products were considered most useful by teachers. Twenty-one teachers were asked to evaluate 125 teacher training products divided into various sets by objectives and complexity of training mode and skills required. There was fairly strong agreement on what products were good, with preference going to those that involved microteaching or other clinical practice, varied activities, and complex skills and training. These products tended to be more expensive and to have produced at research and development centers. The methodology used to determine teacher attitudes toward teacher training products is considered an acceptable model for future research, and the authors hope research will be done to determine acceptability of the products after use by teachers. (Statistical tables are included, as are sample questionnaires answered by teachers.) (CD)

Zeigler, Earle F. In Sports, as in All of Life, Man Should Be Comprehensible to Man. Pub Date 14 Nov 75

Note—12p.; Paper presented as the Presidential Address at the Annual Meeting of the Philosophic Society for the Study of Sport (Kent, Ohio, November 14, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Athletics, Communication (Thought Transfer), *Humanism, Interpersonal Relationship, *Philosophy

Forces that would wrest personal autonomy from us are presently at work, both directly and indirectly, in the sports profession and in society at large. We are typically confused on the subject of man's nature; we have arbitrarily and unwisely relegated it to the subdisciplinary area of metaphysics where the topic rests in some disar-ray because of the plethora of theories that currently prevails. These confusing and overlapping concepts of man's nature confound many of our presentations and discussions. We have a definite responsibility to our students to help them form their own, highly personal positions as to man's basic nature. The need for more effective communication within the area of sport and physical activity philosophy is self-evident. Because of the varied methodological approaches we employ, we are seemingly not communicating too well with each other, and our voices are not having a significant influence on those involved with sport in the culture. Members of the Philosophic Society for the Study of Sport have a contribution of vital importance to make in regard to sport's cultural role. (Author/CD)

ED 118 568

SP 009 864

Twardokens, George R.

Rotations of Lower Limbs in Skiing.

Pub Date May 75 Note—9p.; Paper presented at the National Academy of Ski Instructors (Wyoming, May

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Human Body, *Motion, *Motor Reactions, *Physical Activities, *Recreation

Identifiers-*Skiing

This is a short paper about turns in skiing. It contrasts early and contemporary techniques and discusses biomechanical studies of rotation of limbs. It is stated that individual people's builds partially determine how they will accomplish turns. Diagrams are included. (CD)

SP 009 865

Baer, G. Thomas And Others Teacher Education Centers.

Illinois State Univ., Normal. Note—32p.; Occasional light print EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Clinical Experience, *College School Cooperation, Education Courses, *Elementary Education, *Field Experience Programs, School Districts, School Personnel, Teacher Centers, *Teacher Education, Teacher Centers, *Teacher Education, Teaching Experience, Teaching Styles Most students majoring in elementary educa-

tion at Illinois State University are enrolled in the CORE Program. These prospective teachers are required to complete three on-campus unified " cores" or semesters of work which focus upon the arts, communication skills, and natural and social sciences. The fourth core or semester is devoted to clinical teaching experiences and selected course work at one of four teacher education centers operated by the Department of Curriculum and Instruction in cooperation with public school districts. The centers provide a program of extensive clinical experiences for about 400 teacher candidates yearly. Each center is staffeD by an in-resident director and two clinical consultants who are employed by the university to service approximately 50 students per semester. In some centers, consultant staff members are district personnel assigned to this position. Through partnership agreements, cooperating districts provide office space, classroom facilities, and school personnel. The paramount goal of the fourth core component is the provision of a multitude of opportunities for the teacher candidate to work toward the attainment of teaching skill competency and to search for their own unique teaching style through direct involvement in a realistic teaching-learning situation. (The programs at each of the four teacher education described in this centers are report.) (Author/CD)

МΙ

Alvir, Howard P. Fundamentals of Modules (An Outline Guide to Accompany Group Discussion Sessions). Pub Date 17 Jun 75

Note-28p.; Not available in hard copy due to

light print of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Objectives, Curriculum Development, Performance Criteria, *Teacher

Education, Workshops Identifiers—*Learning Modules

This document is an outline guide to accompany group discussion sessions on the fundamennd operationalization of modules. The document begins with an introduction that explains the various outline pages. The following are presented and discussed in the guide: (1) the five elementary characteristics of a module, (2) definitions of modules, (3) a component description. tion of a quasi-legal definition of a module, (4) a list of 13 things to look for in a module, (5) modules needed, (6) a comparison of the module to the thesis of dissertation, (7) an example of how the same modules vary from campus to ca pus, (8) the need for certain principles of modular development, (9) avoidable module dangers, (10) the various results of modular instruction, (11) ways to put everything together in one workshop, and (12) a flowchart that discusses what can happen when teachers get together to set up a no-fail module system. (RC)

SP 009 867 ED 118 571

Murray, C. Kenneth, Ed. West Virginia Review of Educational Research. Number 2, Fall 1975. West Virginia Association of Teacher Educators.

Huntington. Pub Date 75

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Abstracts, Behavior Change, Curriculum Development, *Educational Research, *Elementary Secondary Education, Field Experience Programs, Locus of Control, Mathematics Instruction, Moral Development, Social Studies, *Teacher Behavior, *Teacher Education, Writing

This document contains abstracts of experimental and descriptive educational research in West Virginia. The stated purposes of the document are to disseminate relevent educational research to West Virginia teacher educators, to research to west virgina teacher educators, to encourage ongoing research in all areas and at all levels in education, and to develop professional utilization of research findings. Among the sub-jects covered in the research abstracted in this document are (1) field experience programs, (2) school staff relationships, (3) verbal behavior of student teachers, (4) training for cooperating teachers, (5) writing instruction, (6) mathematics instruction and the preparation of secondary school mathematics teachers, (7) predicting teacher behavior, (8) locus of control, (9) training of undergraduate teacher aides, (10) behavior modification, (11) video-taped models, (12) peer interaction and moral development, (13) search and seizure in public schools, and (14) community college curriculum development. (CD)

Choi, Susan, Comp.

A Comparison of the Recommendations of the RISE, NASSP, and Kettering Reports on Secondary Education. Santa Clara County Superintendent of Schools,

San Jose, Calif. Pub Date 76

Note—23p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Career Education, Cocurricular Ac-

cscriptors—Career Education, Cocurricular Ac-tivities, "Comparative Analysis, Counseling, Credits, Curriculum, Financial Support, In-dividualized Instruction, Media Research, School Community Cooperation, "Secondary Education, Student Participation, Student

This document is a comparison of three reports on secondary education prepared by the following: (1) the California State Department of Education's Commission for Reform of Intermediate and Secondary Education (RISE), 1975; (2) the National Association of Secondary School Principals (NASSP), Task Force on Secondary Schools in a Changing Society, 1975; and (3) the National Commission on the Reform of Secondary Education (established by the Charles F. Kettering Foundation), 1973. The document presents the similarities and some of the differences of the the similarities and some of the unferences of the three reports in the following areas: (1) curricu-lum, (2) community, (3) work, (4) media, (5) in-dividualization, (6) compulsory education, (7) credit, (8) student participation, (9) counseling, (10) student records, (11) student activities, and

(11) funding. Separate sections containing the recommendations of each of the three reports are also contained in this document. (RC)

ED 118 573

SP 009 870

Barbour, Nita Hale
Teacher Verbal Behavior and Its Relationship to
Growth in Child Language.

Pub Date 5 Feb 76

Note-12p.; Paper presented at the Association of Teacher Educators National Conference (St. Louis, Missouri, February 5, 1976); Occasional

light print
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Development, *Lan-Descriptors—*Language Development, *Language Usage, Preschool Children, *Preschool Education, Preschool Teachers, Teacher Behavior, *Verbal Communication

This study investigated the relationships between teacher facilitative or directive verbal behavior in nursery school classrooms and seven aspects of child language change. Twenty-eight nursery teachers and 95 children from these classrooms were selected for this study. The teacher verbal behavior was measured by the Withall Social Climate Index, which produces a facilitative score and a directive score for each teacher. Child language change was determined by a pretesting and posttesting with the Peabody Picture Vocabulary Test and with a analysis of 50 consecutive statements. Within the limitations of this study and from the findings, it can be con-cluded that teachers consistently used a pattern of facilitative of directive verbal behavior in their classrooms. It can also be concluded that language for the four-year old children in this study, as measured by the instruments used, continued to change in the six month period. Finally, it can be concluded that, for children in this sample, change in use of complexity sentences was greater in those classrooms where teachers used more directive verbal behavior. In the other asPects of language change studied, the verbal behavior as measured by the Climate Index. (Author/RC)

ED 118 574 SP 009 875 Proceedings [of the] Sixty Fourth Annual Meeting [of the] College Physical Education Association.

American Alliance for Health, Physical Educa-tion, and Recreation, Washington, D.C.

Pub Date Dec 60

Note—243p.; Proceedings of the Annual Meeting of the College Physical Education Association (64th, Washington, D.C., December 27-30, 1960)

Available from-American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Athletics, College Role, *Facility Planning, Facility Utilization Research, *Inter-collegiate Programs, *Intramural Athletic Programs, *Physical Education, Physical Fitness, Professional Training, Swimming, Education

This document contains the proceedings of the December 1960 Annual Meeting of the National College Physical Education Association for Men (NCPEAM). In addition to the special addresses given at the meeting, the proceedings contain speeches on the following topics: (1) intercollegiate athletics, (2) teacher education, (3) basic instruction, (4) intramural athletics, (5) research, and (6) facilities. The teacher education section includes papers on the following topics: state role in health and physical education teacher prepara-tion; the role of private and public universities in physical education professional preparation; and intern programs for teachers. Also included are the president's report, financial reports, minutes from the previous meeting, and reports from the standing committees, continuing committes, joint committees, and the president's committees. The constitution of the NCPEAM and membership information complete this document. (CD)

ED 118 575

Proceedings [of the] Sixty Seventh Annual Meeting [of the] National College Physical Education Association for Men. American Alliance for Health, Physical Educa-

tion, and Recreation, Washington, D.C. Pub Date Jan 64

Note—210p.; Proceedings of the Annual Meeting of the National College Physical Education As-sociation for Men (67th, Dallas, Texas, January 8-11, 1964)

Available from-American Alliance for Health, Physical Education, and Recreation, 1201 Sisteenth Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Athletic Programs, Athletics, Exercise (Physiology), History, *Intercollegiate Programs, Intramural Athletic Programs, Muscular Strength, Physical Activities, *Physical Educa-tion, Physical Fitness, Professional Training, *Research, *Teacher Education

This document contains the proceedings of the January 1964 Annual Meeting of the National College Physical Education Association for Men (NEPEAM). In addition to the President's address and a speech on physical education as an academic discipline, the Proceedings contain academic discipline, the Proceedings contain speeches on the following topics: (1) intramural athletics, (2) research, (3) intercollegiate athletics, (4) history of sport, (5) teacher education, and (6) basic instruction. Among the research topics discussed are the effects of inhalation of smog upon cardiorespiratory responses, factors associated with major knee injuries in varsity football, and the relationship between written test scores and performance skills ratings in sports. Also included are the President's report, financial reports, minutes form the previous Meeting, and reports from the Standing Committees. A membership list and an author index of articles from the proceedings of the Association from 1940 to 1963 complete the document. (CD)

SP 009 877 roceedings [of the] Sixty Eighth Annual Meeting [of the] National College Physical Education Ason for Men.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date Jan 65

Pub Date Jan 65
Note—177p.; Proceedings of the Annual Meeting of the National College Physical Education Association for Men (68th, Minneapolis, Minnesota, January 7-9, 1965)
Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (53 00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Athletics, Cardiovascular System, Facility Planning, High Schools, History, Inter-collegiate Programs, *Intramural Athletic Programs, Physical Activities, *Physical Education, Physical Fitness, Psychology, *Teacher Educa-

This document contains the proceedings of the January 1965 Annual meeting of the National College Physical Education Association for Men (NCPEAM). In addition to the special addresses given at the meeting, the proceedings contain speeches on the following topics: (1) research, (2) intercollegiate athletics, (3) history of sport, (4) teacher education, (5) basic instruction, and (6) intramurals. The research areas discussed include the relationship between physical activity and coronary heart disease and the effects of specific social-incentive conditions on per-formance on physical fitness tests. Also included are the president's report, financial reports, minutes from the previous meeting, and reports from the Standing Committees, ContinuingCommittees, Joint Committees, and the President's Committees. The Constitution of the NCPEAM and lists of honorary members and active mem-bers complete the document. (CD)

TM

ED 118 577

TM 004 969

Hansen, Duncan N. Adaptive Testing as a Significant Process in AIM.
Memphis State Univ., Tenn. Bureau of Educational Research and Services.
Pub Date 1 May 75

Note—29p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Computer Oriented Programs, *In-dividualized Programs, Instructional Systems,

*Measurement Techniques, Models, Response Style (Tests), Scoring, *Student Ability, *Student Testing, Test Construction, Test Interpretation, Test Reliability, Test Selection, Test Validity Identifiers-*Adaptive Testing, Computer Assisted Testing, Flexilevel Tests, Tailored Testing

To what degree testing can become adaptive is considered in three ways: from a formal methodological perspective; from a human process, stability, perspective; and from a subprocess, stability, perspective; and from a sub-system or component view within an adaptive in-structional system (AIS). With the advent of large computer-based training systems, the oppor-tunity to broadly implement adaptive testing models and contrast them in terms of their adap tive nature has come to its moment of truth. Ît, therefore, seems appropriate to describe various computer paradigms which are representative of one or more models. This completes the first third of this paper. Testing has long been considered adaptive if the situation is made easier or more relaxing for the student. As this paper illuminates, it is perhaps more important to increase the challenging aspects of the test adaptation, even to stressing characteristics in order to improve both reliability and validity. Adaptive testing can be considered within the context of a total AIS framework. To what degree does it provide for time savings and for enhanced systems tive nature has come to its moment of truth. It. vide for time savings and for enhanced systems improvement? It is in this last area that so little experience and data are available. What little data and conjecture that can be accumulated at this time is presented to complete the overview of adaptive testing. (Author/RC)

ED 118 578

TM 005 026

Thomas, Patricia J.

Racial Difference in the Prediction of Class "A" School Grades. Final Report.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No.—NPRDC-TR-75-39

Pub Date Jun 75

Note-55p.

Available from-National Technical Information National Technical Information Service, Springfield, Virginia 22161 (AD-A012 319, MF \$2.25, HC \$4.25) Document Not Available from EDRS

Document Not Available from EDRS
Descriptors—Academic Ability, *Aptitude Tests,
Caucasians, Cutting Scores, Grade Point
Average, *Military Personnel, Negroes, *Personnel Selection, Post Secondary Education,
Predictive Validity, *Racial Differences, Test
Results, *Test Validity
Identifiers—Basic Test Battery, *Navy

The Navy's selection tests are not as valid for minority personnel as they are for the majority group, the utility of alternative test composites was investigated. The samples were drawn from all students attending a Class "A" school, the first school a recruit goes to in order to learn a technical skill, during 1971-1972. Comparisons were made between mean selection test groups. Regression lines were plotted for white and black students to investigate the usefulness of lower cutting scores for minorities. Predictive validities of the current selection composites and all other combinations of Basic Test Battery (BTB) tests were determined. Differential validity of the operational BTB selectors was reaffirmed and alternative selectors were identified. The mean test scores of blacks were significantly lower than those of whites but their final school grades were not significantly lower. Analysis of the regression lines demonstrated that lower aptitude blacks generally would earn higher grades than lower aptitude whites. It was concluded that an im-provement in minority assignment to technical training can be accomplished by implementing new selection composites, valid for both whites and blacks. Lowering the cutting score for blacks on the current combinations of BTB tests was counterindicated due to the chance-level validities of the operational composites in these courses. (NTIS/BJG)

TM 005 040

ED 118 579
Pasquariella, Bernard G. Wishik, Samuel M.
Evaluating Training Effectiveness and Trainee
Achievement: Methodology for Measurement of
Changes in Levels of Cognitive Competence.
Manuals for Evaluation of Family Planning and
Population Programs, Number 8.
Columbia Univ., New York, N.Y. International
Inst. for the Study of Human Reproduction.

oons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date 75

Note—221p.; Some of the Figures in the text and some pages in the appendices may reproduce poorly due to small print

poorty due to sman print Available from—International Insitute for the Study of Human Reproduction, 78 Haven Avenue, New York, New York 10032 (\$3.00) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Available from EDRS.
Descriptors—Academic Achievement, Achievement Gains, Achievement Tests, *Cognitive Measurement, Comparative Analysis, Computer Programs, Data Analysis, *Educational Programs, Evaluation Methods, Family Planning, *Guidelines, Manuals, Program Effectiveness, *Program Evaluation, Statistical Analysis, Test Construction, *Traines, Traines, Trai Analysis, Test Construction, *Trainees, Training, Training Objectives
This Manual has been designed to provide step-

by-step guidelines for conducting an evaluation of a structured training sequence. The assessment design to be presented involves essentially: the testing of a group of trainees before and aft sequence of instruction by administration of the same set of objective-form items under structured testing conditions; and the application of a series of statistical procedures to the resultant scores and individual item responses to determine the magnitude, direction and level of Test to Retest changes in cognitive (subject matter) competence. As will be stressed repeatedly throughout the Manual, the quantitative analysis of the testing data can provide both a measure of trainee achievement and an assessment of training effectiveness, by estimating how much of the increase in levels of subject competence displayed by the trainees at the end of the course can be attributed to the training experience.

ED 118 580

TM 005 060

Gillmore, Gerald M.
Statistical Analyses of the Data from the First Year of Use of the Student Ratings Forms of the University of Washington Instructional Assessment System.

Washington Univ., Seattle. Educational Assessment Center.

Report No-76-9; EAC-P-503

Pub Date Nov 75 Note—27p.; A few pages of the text and Table 6 contain light print
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Frice MF-90.83 BL-92.09 russ restage Descriptors—*College Students, *Course Evalua-tion, Data Analysis, *Data Collection, Evalua-tion Methods, Higher Education, Participant Satisfaction, Rating Scales, *Statistical Analy-sis, *Student Attitudes, Student Evaluation of sis, *Student Attitudes, Teacher Performance Identifiers—Instructional Assessment System, *U-

niversity of Washington

This report presents statistical analyses of data derived from the first year's use of the Instructional Assessment System. Included are: means, standard deviations, and several reliability estimates for each item within each form; inter-item correlations; and correlations of items with nonevaluative variables. Among the major results discussed are the high item reliabilities for all but small classes, the high inter-item correlations and their implications for use of ratings results for diagnosis of instructional problems, and the causal implications of item correlations with nonevaluative variables, e.g., whether students wanted to take the course and grade expected.

ED 118 581 TM 005 063

Bower, George L. And Others

A Concurrent Validity Study Relating the Armed Services Vocational Aptitude Battery to Success in High School Vocational-Technical Courses.

AFVTG Technical Research Report Number 74-

Armed Forces Vocational Testing Group, Randolph AFB, Tex. Research Div. Report No-AFVTG-TRR-74-5

Pub Date May 75
Note—51p.; For related documents, see ED 109
258 and TM 004 897 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Academic Achievement, *Aptitude Tests, Armed Forces, Grade Point Average,

*High School Students, Occupational Guidance, Occupational Tests, Predictive Ability (Testing), *?redictive Validity, Secondary Education, Test Interpretation, Test Validity, Vocational Aptitude, *Vocational Education Identifiers-*Armed Services Vocational Ap-

titude Battery

This Technical Research Report is primarily designed for reference by educational testing and measurement specialists as a supplemental guide measurement specialists as a supplemental guide to interpretation of Armed Services Vocational Aptitude Battery (ASVAB) results in local and state career guidance and counseling programs. This study examined the validity of specific ASVAB composities from a sample of 6,130 students in 25 high schools offering vocational-technical curricula. School samples were obtained through voluntary participation. A general conthrough voluntary participation. A general conclusion indicates that, for the most part, form 2 of the ASVAB does do well in predicting success in a number of vocational-technical categories. For those categories where form 2 of the ASVAB does not appear to predict well, further exploration is needed to delineate the ability factors necessary for academic success in those categories. (Author/DEP)

ED 118 582

TM 005 064

Dyer, Frederick N. And Others Procedures for Questionnaire Development and Use in Navy Training Feedback. Final Report. TAEG Report No. 20.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group. Report No—TAEG-R-20

Pub Date Oct 75

Note—62p.; Figures 2 and 4 may reproduce poorly due to small print
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

EDRS Price MF-30.83 HC-\$3.50 Plus Postage Descriptors—Curriculum Evaluation, Data Analysis, *Feedback, *Guidelines, Job Analysis, Manuals, *Military Training, *Questionnaires, Rating Scales, Test Construction Identifiers—*Navy This Procedure Manual provides detailed in-

structions to school personnel on how to construct and administer a successful feedback questionnaire, and how to use the resultant data to identify and correct training problems. Specific information is provided about the number of questionnaires to mail, the particular persons to receive them, the time following graduation for mailing, and ways to obtain a satisfactory rate of return. In addition, specific rating scale forms, in-structions, and other questionnaire pages are provided which will facilitate the development of a feedback questionnaire for a particular school.

ED 118 583 08 TM 005 065

Jaeschke, Donald P. Swinney, Jane

A Needs Assessment to Determine Common and Unique Teaching Competencies as Perceived by Work Experience and Diversified Cooperative Training Teacher Coordinators in the State of

Florida Final Report.

Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Technical and Adult Edu-

МΙ

Spons Agency-Bureau of Occupational and Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—367p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Available from EDRS.

Descriptors—*Cooperative Education, Data
Analysis, *Instructor Coordinators, *Needs Assessment, Questionnaires, *Teaching Skills
Identifiers—Florida

The purpose of this study was to analyze Work Experience and Diversified Cooperative Training in-service teacher-coordinator perceptions to determine: (1) acceptance/rejection of 13 postulates, (2) acceptance/rejection of concepts/ele-ments complementing the postulates, (3) the rank ordering of accepted concepts/elements, (4) acceptance/rejection of 32 knowledge competencies, (5) acceptance/rejection of 32 practitioner competencies, and (6) distribution of responsibilities. Two questionnaires were developed and administered to 440 randomly selected in-service Work Experience and Diversified Cooperative Training teacher-coordinators. The first questionnaire attended to the first three purposes listed above, yielding data needed for a theoretically

based coordinator definition. The second questionnaire attended to purposes four through questionnaire attended to purposes four through six, thus providing a needs assessment. The most important finding of this study is the extent of agreement found between Work Experience and Diversified Cooperative Training teacher-coordinators as to the principles undergirding their job performance and the teaching competencies proper and the teaching competencies necessary to conduct both programs. The chief differences in the perceptions of the group is in the degree of acceptance of concepts/elements and responsibilities. Specific findings, implications, and recommendations are discussed. (Author/RC)

TM 005 067

Lunneborg, Clifford E. Lunneborg, Patricia W.
College Major Similarity Profiles Based on
Selected Washington Pre-College Measures and Vocational Interest Inventory Scores.

Washington Univ., Seattle. Educational Assess-

ment Center. Report No-76-10; EAC-P-294

Pub Date Nov 75

Note—23p.; For a related document, see TM 005 003; Light type in some of the figures EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Achievement Tests, Aptitude Tests, College Graduates, *College Majors, College Studiets, *Discriminant Analysis, Followup Studies, Higher Education, High School Students, *Prediction, Predictor Variables, *Test Results, Vocational In-

Identifiers-University of Washington

Discriminant function analyses utilizing Washington Pre-College (WPC) aptitude/achieve ment variables and Vocational Interest Inventory scores were performed to predict graduating major for June 1975 University of Washington graduates in 11 majors. Using both types of pre-college measures classified more graduates correctly than utilizing the cognitive or interest measures alone. Suggestions for improved feedback in the WPC program were made so as to provide future high school juniors with (1) three profile scores (based on the first three discriminant functions), (2) a graphic presentation called Plot of Aptitude and Interest Profiles for Typical College Graduates, and (3) a rank ordering of 11 college majors in terms of their closeness to the student's three profile scores. (Author/DEP)

ED 118 585 TM 005 068 Milwaukee Bilingual/Bicultural Education Program 1974-1975.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Educational Equity Group. Multicultural/Bilingual Div.

Note-35p.; Not available in hard copy due to

light print of original document DRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors-Academic Achievement, *Bilingual Education, Bilingual Students, Bilingual Teachers, Comparative Analysis, Cultural Awareness, Curriculum Development, Educational Objectives, *Elementary Secondary Education, Federal Programs, Inservice Teacher Education, *Program Evaluation, Spanish Americans, *Spanish Speaking, Student Attitudes, Student Testing

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Milwaukee Bilingual Education Program, Wisconsin (Milwau-

Pub Date [75]

This report covers the 1974-1975 extension of the Elementary and Secondary Education Act (ESEA) Title VII Milwaukee Bilingual Education Program which began as a five-year project in September 1969. The program was initiated to develop a bilingual curriculum for schools with devetop a bilingual curriculum for schools with Spanish-American populations. Federal legisla-tion, which supports the Milwaukee program, was designed to meet the special needs of children who have limited English proficiency and who come from environments where the dominant language is other than English. In order for Spanish-background, children to become more Spanish-background children to become more broadly-educated adults, they must be afforded educational opportunities at least equal to those available to other children. Bilingual education was and is considered to be a basic and essential framework to provide these opportunities. The total bilingual program had three main com-ponents. They were an elementary program, a secondary school program, and inservice training for staff. This report describes each of these pro-grams along with the specific objectives and the findings on which the evaluation was based. (Author/DEP)

ED 118 586 TM 005 069 Protecting Individual Privacy in Research. Evaluation

National Academy of Sciences - National Research Council, Washington, D.C. Commit-tee on Federal Agency Evaluation Research. Pub Date 75

Note—134p.

Available from—Printing and Publishing Office,
National Academy at Sciences, 2101 Constitution Ave., N.W., Washington, D.C. 20418
(\$7.00)

(\$7.00)
EDRS Price MF-\$0.83 HC-\$7.35 Pius
Descriptors—Accountability, Civil Liberties,
Confidentiality, Data Collection, Federal
Programs, *Program (\$7.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Accountability, Civil Liberties, **Confidentiality, Data Collection, Fed Legislation, *Federal Programs, *Prog Evaluation, *Research, Research Utilization

The Committee on Federal Agency Evaluation Research believes that evaluation of government programs is very much in the public interest and should not endanger the privacy of individuals who give information about themselves. It will not be easy to work out procedures and legal arrangements that balance the conflicting objectives of fostering accountability in government and protecting individual privacy. Special efforts must be made in two areas: (1) protecting evaluation research data from accidental release or mali-cious misuse by unauthorized persons; (2) pro-tecting people who give information about themselves in the course of evaluation research or social experimentation from having that information used in a court or legislative inquiry. The Committee believes that these efforts should receive high-priority attention in federal agencies, the Congress, and the research community. It is the Committee's hope that this Report and its appendices will contribute to informed debate on these issues. The appendices contain two papers: "Confidentiality Presidential Contribute of the Presidential Confidentiality Pres fidentiality-Preserving Modes of Access to Files and to Interfile Exchange for Useful Statistical Analysis" and "A Researcher's Shield Statute: Guarding Against the Compulsory Disclosure of Research Act." (Author/RC)

ED 118 587 TM 005 070 Follow Through: Lessons Learned from Its Evaluation and Need to Improve Its Administration. Report to the Congress by the Comptroller General of the United States. Comptroller General of the U.S., Washington,

D.C.

Report No-MWD-75-34 Pub Date 7 Oct 75

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washing-ton, D.C. 20013 (MWD-75-34, \$1.00, do not end cash)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postag EDRS Price MP-30.83 HC-35.30 Plus Postage Descriptors—Disadvantaged Youth, *Early Child-hood Education, *Experimental Programs, Federal Programs, *Low Income Groups, Pro-gram Administration, Program Effectiveness, *Program Evaluation, *Program Improvement Identifiers—*Project Follow Through

This report points out that although Follow Through, an experimental program designed to find more effective approaches to teaching young children from low-income families, achieved dif-ferences in outcome between Follow Through and non-Follow Through children, problems in its anitial design and implementation will limit reaching statistically reliable conclusions as to which approaches are successful. The report re-calls the events which led to a reorganization of the national evaluation of Follow Through, and suggests ways to prevent similar happenings. (Author)

ED 118 588 TM 005 071 Measuring Economics. Student Achievement in

New York State Education Dept., Albany. Bureau of Elementary and Secondary Educational Testing.; New York State Education Dept., Al-bany. Bureau of Home Economics Education. Pub Date 75

Note—56p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-*Academic Achievement, Elementary Secondary Education, Guidelines, Home Economics. *Home Economics Education.

*Measurement, Student Evaluation, Student Testing, *Test Construction

Many home economics teachers have experienced difficulty in developing good classroom tests and have expressed a need for help. This publication was prepared to provide guidance in the construction and use of a variety of measurement devices. Section 1 discusses the role of rement in the instructional process includmeasurement in the instructional process including why measure, what to measure, and how to measure. Section 2 deals with preparing instruments used to assign grades. Advice is given on preparing a test blueprint, choosing an item type (essay, completion, true-false, multiple-choice, and matching), and measuring cognitive and psychomotor learning outcomes. Section 3 discusses preparing instruments used to evaluate and plan instruction related to cognitive, psychomotor, and affective learning outcomes. (RC)

ED 118 589

TM 005 072

Rott, Robert K.

Evaluation of Medical Nurse Practitioner Program: Participant Instrument No. 1. State Univ. of New York, Buffalo. School of

Nursing. Pub Date Apr 73

Descriptors—Health Occupations Education, Higher Education, *Nurses, *Participant Satisfaction, *Program Evaluation, *Rating

This instrument was designed to provide a goal-free evaluation of a pilot training program for Medical Nurse Practitioners. With minor modifimedical Nurse Practitioners. With minor modifi-cation, the instrument can be applied to programs at several educational levels: secondary, college, adult, and continuing. The instrument uses 5-point Likert-type scales (with positive and nega-tive polarities at the extremes), progresses from general to specific considerations of the program, and contains some open-ended questions, so that respondents can compent ad hor. Overall the respondents can comment ad hoc. Overall, the questionnaire provides information to determine the appropriateness of the training program for the students enrolled. (RC)

ED 118 590

TM 005 074

Donlon, Thomas F.
Establishing Appropriate Time Limits for Tests.
Pub Date [Nov 73]

Note—22p.: Paper presented at the Annual Meet-ing of the Northeast Educational Research As-sociation (Ellenville, New York, November

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Statistical Analysis, *Test Con-struction, *Timed Tests

The implications of various time limits for tests of a fixed length or number of items seem obvious. If the time permitted is much too short, scores may bunch up at the low end of the potential score range, with a loss of potential variance and a general diminishing of the utility of the variance which is observed. If the time permitted is an intermediate value, the scores tend to become some mixture of power and speed. This paper proposes a simple technique for estimating the mean and standard deviation of the distributhe mean and standard deviation of the distribu-tion of finishing times for a population of test takers. Given such values, a number of decisions concerning test specifications can be made. (Author/DEP)

TM 005 075

Goh, David S. J. And Others Intelligence and Personality Revisited: An Experi-

mental Approach.
Pub Date [Sep 74]
Note—38p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, La., August 30-September 3,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDBS Trice MF-30.83 BL-32.00 Fuls Fostage
Descriptors—Cognitive Processes, College Students, Environmental Influences, Higher Education, *Individual Differences, *Intelligence, Literature Reviews, *Models, Neurosis, Persistence, Personality Theories, *Problem Solving, *Stress Variables ing, *Stress Variables

Identifiers-Extraversion, Introversion

The history of attempts by psychologists to determine the contribution of personality to intel-

ligence has not been one of unqualified success. Part of the problem may be in the balance of granularity of analyses on the intelligence side and the personality side. A comprehensive analy-sis of the contributions of extraversion and neuroticism to problem solving latency, accuracy, and persistence in stressed and unstressed conditions was undertaken. Two directional predictions were made based on previous research: (1) Solution-time will be shorter in extraverts than ambiverts or introverts, and shorter in ambiverts than introverts, in both stressed and unstressed conditions. (2) Neuroticism will be related to solution-time such that in the stressed condition, mid-neuroticism subjects will be faster than either high- or low-neuroticism subjects who will not be different from each other, and in the unstressed condition high-neuroticism subjects will be faster than mid-neuroticism and low-neuroticism subjects, and mid-neuroticism subjects will be faster than low-neuroticism subjects. Subjects were university students in undergraduate and graduate educational psychology classes. The personality dimensions of extraversion-introversion and neuroticism were measured by Form A of the Eysenck Personality Inventory (EPI). The dependent variables of problem-solving latency, accurate the contraction of the cont cy, and persistence were measured by the Nuffer-no Tests. Results are discussed in relationship to previous studies. (Author/BJG)

ED 118 592

TM 005 076

Baxter, Brent Replacing Jobs with Task Clusters as the Work
Unit for Test Validation. Final Report.

American Institutes for Research in the

Behavioral Sciences, Pittsburgh, Pa.

oons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No-AIR-44501-9-75-FR; DLMA-20-42-

74-14-1; PB-247-558

Pub Date Sep 75

Note-159p.

Available fromvailable from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-247-558, \$6.75)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage Descriptors-Aptitude Tests, *Cluster Analysis, Cultural Differences, Ethnic Groups, Intelligence Tests, *Job Analysis, Performance Criteria, *Personnel Selection, *Predictive

Ability (Testing), Racial Differences, Sex Dif-ferences, Statistical Analysis, Task Analysis,

ferences, Statistical Analysis, Task Analys
*Test Validity
Identifiers—*Basic Occupational Literacy Test As an alternative to the job as the unit of test validation, the project developed a system of tasks to describe work performed in clerical, administrative, and technical positions. Measures of ministrative, and technical positions. Measures of performance in 13 of these task clusters were used as criteria to evaluate the validity of the United States Employment Service (U.S.E.S.) Bessic Occupational Literacy Test (BOLT). Detailed analysis of summarry statistics and scatteriotes arounded to high degree of unitidity and scatteriotes arounded to high degree of unitidity. terplots revealed a high degree of validity and fairness across sexes, whites, blacks, American Inand Spanish heritage (Author/BJG)

ED 118 593 Becker, Ralph L.

95 TM 005 077

AAMD-Becker Reading-Free Vocational Interest Inventory Manual [and Male and Female Inven-American Association on Mental Deficiency,

Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 75

Note-111p.

Available from-American Association on Mental Available Hollin-American Association of Methal Deficiency, 5201 Connecticut Ave., N.W., Washington, D.C. 20015 (Manual, \$6.00; Tests \$1.00 each, \$8.00 for 10) EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—*Educable Mentally Handicapped,
Females, *High School Students, Males,
Manuals, Norms, *Occupational Tests, Scoring,
Secondary Education, Semiskilled Occupations,
Testing, Test Reliability, Test Validity, Unskilled Occupations, *Visual Measures, Voca-

Identifiers-*AAMD Becker Reading Free Vocational Interest Inven-

tional Interests

The AAMD-Becker Reading-Free Vocational Interest Inventory is a non-reading vocational preference test for use with mentally retarded persons, particularly the educable mentally re-tarded at the high school level. Illustrations hav-ing occupational significance are presented in forced-choice format for selections. The instrument helps to identify areas in which individuals have vocational interests, thus aiding counselors in the vocational planning, training, or job place-ment of individuals. Scores are provided in eleven male and eight female interest areas. Male interests are automotive, building trades, clerical, animal care, food service, and patient care. animal care, tool service, and patient care. Female interest areas are laundry service, light industrial, clerical, personal service, food service, and Patient care. Scores in each male and female interest area are derived from pictorial items presented in 55 male triads and 40 female triads. in separate inventory booklets. The Inventory is available as a consumable booklet for hand scor-ing and includes an Individual Profile Sheet to in-terpret results. It can be administered within a 45-minute class period. The manual provides information on administering, scoring and interpret-ing the test, as well as the development of norms, intercorrelations of the scales, reliability, and validity. (RC)

TM 005 078 ED 118 594

Connelly, Edward M. And Othe Candidate T-37 Pilot Performa And Others nce Meas

Five Contact Maneuvers. Final Report.

Quest Research Corp., McLean, Va.

Spons Agency—Air Force Human Resources

Lab., Wright-Patterson AFB, Ohio. Advanced

Systems Div.
Report No-AFHRL-TR-88

Pub Date Dec 74

Note—88p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Aircraft Pilots, Computer Programs,
*Flight Training, *Performance Tests, Statistical Analysis, *Task Analysis, *Test Construction, Test Validity Identifiers—Air Force

The objective of this program was to develop andidate pilot performance measures for five un-dergraduate pilot training (UPT) contact training maneuvers flown in the T-37B aircraft. The work included development and application of a method of analyzing operator performance tasks for purposes of identifying candidate measures. This resulted in sectoring of each T-37B maneuver into functional segments, wherein the dominant measurement variables are consistent, and task segments, wherein the relationships among the dominant measurement variables are among the dominant measures were then defined which, collectively, satisfy measurement needs over all task segments. Specific candidate measurement formulae were developed for each segment in accordance with the analysis results.

Computer programs (FORTRAN IV) were developed and implemented to: (1) smooth, printout, and plot data recorded on-board a T-37B aircraft; (2) automatically detect task segment boundaries; (3) compute criterion functions from skilled performer's data; (4) compute measures same performers data, (4) complete incassing specified at run-time by the user; and (5) perform and print results of several empirical validation tests of the candidate measures for subsequent researcher analysis. (Author)

ED 118 595

TM 005 079

Buchanan, Garth N. Vogt, Leona M. Health Start Analysis Plan and Data Collection Instruments for Second Program Year. Working Paper: 964-2.

Urban Inst., Washington, D.C. Report No-WP-964-2

Report No-WP-964-2
Pub Date 16 Aug 72
Note—253p:, For related documents, see ED 092
235 and 236; A few pages in the appendices are of marginal legibility
EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage
Descriptors—Comparative Analysis, "Data Colection, Delivery Systems, "Pisadvantaged
Youth, "Federal Programs, "Heulth Programs,
Health Services, Interviews, Models, Program
Development, Program Effectiveness, "Program Evaluation, Questionnaires
Identifiers—Project Head Start, "Project Health
Start

The purpose of this paper is to specify the design for evaluating the second year Health Start Program. This design is used as the basis for the determination of the data to be collected and the comparisons that will be made using these data to

provide information to answer the policy questions asked by the Office of Child Develop-ment (OCD). For OCD, the basic purpose of the ment (OCD). For OCD, the basic purpose of the evaluation is to identify successful procedures, strategies, and methods of operation that could be transfered and applied to Head Start or other types of local health service delivery programs. In addition, rapid feedback was to be provided about: (a) whether local projects are complying with program guidelines and grant conditions; (b) the managerial efficiency of projects; and (c) the need for technical assistance either in management or substantive areas. This form of feedback is called project management in this paper, distinguishing it from the evaluation of the program which is the main purpose of this effort. For this analysis, two kinds of comparisons are made: (1) comparisons between particular procedures and strategies within the Health Start program; and (2) comparisons between Health Start and the health component of a sample of Head Start programs. Appendices cratain the data collection in-struments. (RC)

ED 118 596 TM 005 080 Better Evaluation Needed for Federal Civilian Em-ployee Training. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington,

-FPCD-75-120

Report No—FPCD-75-120
Pub Date 12 Aug 75
Note—46p.; A few pages in the text contain light
type and the survey in Appendix I (4 pages)
will reproduce poorly due to small print
Available from—U.S. General Accounting Office,

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (order No. FPCD-75-120, \$1.00, do not send cash)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Cost Effectiveness, *Educational Programs, *Evaluation, Evaluation Methods, Evaluation Needs, *Federal Programs, *Government Employees, *Job Training, Ouestionnaires, Surveys, Training, Ouestionnaires, Surveys, Training, Questionnaires, Surveys, Training About 960,000 U.S. civilian employees have

received about 45 million hours of training, cost-ing the Federal Government about \$216 million. To find out how the Civil Service Commission and the Federal Executive department measured the effectiveness of this training, fulfilled the evaluation requirements of the Government Employees Training Act of 1958, and progressed in implementing the recommendations of a 1967 congressional subcommittee report which concluded that Federal training was not evaluated as required, the Government Accounting Office sent questionnaires to about 900 Federal Executive department training and employee development officers and consulted with Commission officals and training evaluation authorities. The question-naire results showed that the evaluation requirements of the Government Employees Training Act, the Executive order supplementing the law, and the subcommittee recommendations are not being met adequately. Specific findings and recommendations are given. The survey instruments are also included. (RC)

ED 118 597 TM 005 081 Technical Report on Development of USES Specific Aptitude Test Battery for Nurse Aid (Medical Ser.) 355.878.

Manpower Administration (DOL), Washington, D.C. U.S. Employment Service. Report No-USES-TR-S-282R75 Pub Date 75

Note-

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Aptitude Tests, Cutting Scores, Employment Qualifications, Evaluation Criteria, Job Analysis, Job Skills, Minority Groups, Occupational Information, Personnel Evaluation, *Personnel Selection, Rating Scales, *Test Construction, Test Validity Identifiers—*USES Specific Aptitude Test Bat-tery.

МΙ

Research which resulted in the development of the United States Employment Service Specific Aptitude Test Battery for use in selecting inex-perienced and untrained individuals for training as nurse aids is described. Occupational norms were established in terms of each significant ap-titude measure which when combined, predict job performance. Statistical data, hospitals contributing samples for the validation study, descriptive rating scales, and a description of the job duties of the nurse aid (medical ser.) are included.

ED 118 598 TM 005 082 Technical Report on Development of USES Specific Aptitude Test Battery for Proof-Machine Operator (Banking) 217.388. Manpower Administration (DOL), Washington, D.C. U.S. Employment Service. Report No-USES-TR-S-217R75

Pub Date 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Aptitude Tests, *Banking, Cutting Scores, Employment Qualifications, Evaluation Criteria, Job Analysis, Job Skills, Minority Groups, Occupational Information, Personnel Evaluation, *Personnel Selection, Rating Scales, *Test Construction, Test Validity Identifiers—Proof Machine Operator, *USES

Identifiers—Proof Machine Operator, *USES Specific Aptitude Test Battery Research which resulted in the development of the United States Employment Service Specific Aptitude Test Battery for use in selecting inexperienced or untrained individuals for training as proof-machine operators is described. Occupa-tional norms were established in terms of each significant aptitude measure which when comned, predict job performance. Statistical data, names of organizations cooperating in the study, a descriptive rating scale, and a description of the job duties of the proof-machine-operator (banking) are included. (BJG)

ED 118 599 TM 005 083

Waag, Wayne L. And Others
ASUPT Automated Objective Performance Measurement System.
Air Force Human Resources Lab., Williams AFB,

Ariz. Flying Training Div. Report No—AFHRL-TR-75-3 Pub Date Mar 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Aircraft Pilots, Criterion Referenced Tests, *Flight Training, *Measure-ment Techniques, *Performance Tests, Simula-tors, *Test Construction, Test Validity

Identifiers-*Air Force

To realize its full research potential, a need exists for the development of an automated objective pilot performance evaluation system for use in the Advanced Simulation in Undergraduate Pilot Training (ASUPT) facility. The present report documents the approach taken for the development of performance measures and also presents data collected from two preliminary evaluation studies. The results indicated that the objectively derived measures: (1) correlate highly with instructor ratings, and (2) discriminate between pilots of different experience levels. These findings are encouraging and demonstrate the potential of the present approach for generat-ing the needed automated objective pilot performance measurement system. (Author)

ED 118 600 TM 005 084

Kolman, Anita Sue Definition of the Situation and Observer Bias. Pub Date [Apr 75]

Note—40p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Aggression, *Bias, Expectation, *Observation, Play, Preschool Children, *Social Class, Undergraduate Students

An experiment is reported in which an attempt was made to bias college students' observations of a videotape of children at play. The study is framed in terms of W.I. Thomas' ideas concerning the definition of the situation. Observer bias is a interest when a definition of content of contents and the situation of the situation. is an instance when a definition of a situation is based primarily on subjective situational factors. Reliance on subjective situational factors is dependent on the degree of ambiguity of the situa-tion's objective factors. Students were given false information concerning the Socioeconomic Status (SES) of the children in the videotape (manipulation of subjective situational factors). Also, the degree of ambiguity of the videotape (manipula-tion of ambiguity of objective situational factors) was varied. The students were asked to record all aggressive behavior exhibited by the children. The information about the children's SES did affect the students' observations. The degree of ambiguity of the videotape failed to produce the hypothesized effects. (Author/BJG) ED 118 601 TM 005 085 Thorndike, Robert M. Waldram, Carol A.

Content Validity and the Uses of Student Ratings.

Content values, Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Evaluation Needs, Higher Education, *Rating Scales, *Student Evaluation of Performance, *Student Opinion, Teacher Performance, *Student Opinion, *Teacher Evaluation, *Test Validity

The validity of a rating instrument depends not only upon the content of the instrument and the purposes the instrument is to serve, but also upon its relationships to criteria external to the instrument. Formetive and summative evaluation require two distinct types of instruments which yield different types of information. The problem that remains in the development of formative rating devices is a definition and enumeration of the domain of teaching behaviors. A solution to this problem possibly would be different for various subject areas and teaching styles. Careful sam-pling of this domain may require a set of rating devices which are hierachically arranged. Current rating instruments represent a step toward the development of broad-band devices, which could be used at the highest level of the hierarchy to identify problem areas, and may also be useful for summative evaluation purposes. Evaluation instruments yield information that is reliable and logically expected to be related to quality of teaching performance. What is lacking is evidence relating ratings to important educational outcomes. (Author/RC)

ED 118 602 TM 005 086

Vale, C. David Weiss, David J. A Study of Computer-Administered Stradaptive Ability Testing, Research Report 75-4. Minnesota Univ., Minneapolis. Dept. of Psycholo-

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office. Report No—RR-75-4

Pub Date Oct 75

Note-55p. Available from-Psychometric Methods Program, Dept. of Psychology, Univ. of Minnesota, Minneapolis, Minnesota 55455 (RR-75-4, free while supplies last)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors— *Ability, Ability Grouping,
Branching, College Students, Comparative
Analysis, *Computer Oriented Programs,
Group Tests, Individual Differences, Item Analysis, Psychometrics, Response Style (Tests),
Scoring Formulas, *Testing, Vocabulary
Identifiers— *Stradaptive Testing
A conventional vocabulary test and two forms
of a stradaptive vocabulary test were administered by a time-shared computer system to
undergraduate college students. The two stradaptive tests differed in that one counted question

tive tests differed in that one counted question mark responses (i.e., omitted items) as incorrect and the other ignored items responded to with question marks. Stradaptive test scores were more consistent with the hypothesized nature of more consistent with the hypothesized nature of the population distribution of verbal ability. When corrected for differing levels of item dis-crimination and memory effects, the test-retest stabilities of the two testing strategies were about equal. Scores on one form of the stradaptive test ere found to be very stable for testees who had highly consistent response records on initial test-ing. Stability of "subject characteristic curve" data was high, suggesting the usefulness of these data for describing test-testee interactions. Of the 10 stradaptive ability scores studied, which grouped into four clusters, average difficulty scores had the highest stabilities. Analysis of difficulties of items associated with correct, incorrect, and question mark responses suggested that items with question mark responses should not be ignored, but should be treated as incorrect future research on the stradaptive testing model are made. (Author)

ED 118 603 TM 005 089

Johnson, Thomas J. And Others

Causal Modeling in Educational and Social Program Evaluation. Pub Date [Apr 75]

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Evaluation Methods, *Models, Preschool Programs, *Program Evaluation, Research Methodology Identifiers—*Causal Modeling

Educational and social programs often develop from a weak or imprecise conceptualization relat-ing the program's system of input variables to its claimed outcomes. Evaluation personnel can con-tribute both to the final development of a program and to the fair evaluation of such programs by learning to formally characterize programs and to construct causal models of them. The evaluation effort represents an attempt to determine the correctness of the program's existing conceptualization, and if properly carried out, permits the developer/sponsor to strengthen, add, or delete components which are found to be nonfunctional. In this paper, the authors discuss the concept of causal model building and illustrate their ideas with an example of how causal model construciton procedures were used to assist in the evaluation of a complex early childhood program. (Author)

ED 118 604

TM 005 090

Waters, Brian K. Model for the Measurement of Human Ability.

Air Force Human Resources Lab., Williams AFB,

Ariz. Flying Training Div.

Spons Agency—Air Force Human Resources
Lab., Brooks AFB, Texas.

Report No-AFHRL-TR-75-27 Pub Date Oct 75

Note-72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Ability, Branching, Comparative Analysis, *Computer Oriented Programs, Group Tests, Individual Differences, Item Analysis, Models, Response Style (Tests), Scoring, *Testing, Test Reliability, *Test Validity, Verbal Ability Identifiers—*Stradaptive Testing

This study empirically investigated the validity and utility of the stratified adaptive computerized and unity of the stratified adaptive computerizes testing model (stradaptive|developed by Weiss (1973). The model presents a tailored testing strategy based on Binet IQ measurement theory and Lord's (1972) modern test theory. Nationally normed School and College Ability Test Verbal analogy items (SCAT-V) were used to construct an item pool. Item difficulty and discrimination indices were rescaled to normal ogive parameters on 249 items. Freshmen volunteers at Florida State University were randomly assigned to stradaptive or conventional test groups. Both groups were tested via cathode-ray-tube (CRT) terminals coupled to a Control Data Corporation 6500 computer. The conventional subjects took a 6500 computer. The conventional subjects took a SCAT-V test, while the stradaptive group took individually tailored tests drawn from the same item pool. Results showed significantly higher reliability for the stradaptive group, and equivalent validity indices between stradaptive and conventional groups. Three stradaptive testing strategies averaged 19.2, 26.5, and 31.5 items per subject as compared with 48.4 items per conventional subject. A 50% reduction from conventional test length produced an equal precision of measure-ment for stradaptive subjects. Item latency comparisons showed the stradaptive group required significantly longer per item than conventional group members. It is recommended that time rather then number of items be used in future adaptive research as a dependent variable.
(Author/DEP)

ED 118 605 TM 005 092 Composite Profile of a Los Angeles City 1973 High School Graduate. Report No. 349. Los Angeles City Schools, Calif. Research and Evaluation Branch.

Report No—R-349 Pub Date May 75

Note—35p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Age Dif-ferences, *Comparative Analysis, Courses, Ethnic Groups, Grade Point Average, *Graduate Surveys, *High School Graduates, Intel-ligence Quotient, Mathematics, Post Secondary Education, Racial Differences, Reading, Sex Differences, *Student Records, Test Results

Identifiers-California (Los Angeles), *Los An-

geles Unified School District
The third and final phase of the examination of
the 1973 graduates of the Los Angeles Unified

School District are presented. Secondary school records were examined in relationship to the graduates' sex, the socioeconomic background of the school of graduation, and the post-high school experience of the graduates. Nearly all the school experience of the graduates. Nearly all the data in this study were derived from the secondary school cumulative records of the graduates. The study was limited to graduates who responded to a followup questionnnaire sent to them in May 1974. Findings indicated that the typical graduate of Los Angeles senior high schools: (1) was 17 years and 11 months of age; (2) had senior high school grade point average of (2) had senior high school grade-point average of 2.71 (B-); (3) had an intelligence quotient of 98.1; (4) had a reading score on a standardized test that placed the graduate at the 45th percentile on national norms; (5) had a mathematics score on a standardized test that placed the grad-uate at the 44th percentile on national norms; (6) had a 47% chance of completing an academic course of study; (7) had a 78% chance of entering the Los Angeles Unified School District during his elementary school years (grades 1-6); (8) had an 89% chance of spending his entire senior high school career in one school; and (9) had a 63% chance of being enrolled in a four-year or a community college one year after graduation. Tables provide comparative data. (BJG)

TM 005 093 Pritchard, Robert D. And Others
Development and Evaluation of an Objective
Technique to Assess Effort in Training. Final

Report. Institute for Organizational Behavior Research,

Lafavette, Ind.

Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No-AFHRL-TR-75-39 Pub Date Oct 75

Note—51p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Ability, Comparative Analysis, *Incentive Systems, *Measurement, *Military
Training, *Motivation, Objective Tests, Performance Tests, Predictive Ability (Testing),
Technical Education, Test Validity
Identifiers—Air Force, *Effort Measurement
This research available and the validation of a

This research explored the validation of a quantifiable, objective, and reliable method of measuring the amount of effort to be directly rewarded in incentive systems. A battery of relevant ability tests was given to a sample of Air Force trainees and to civilian subjects using a simulation of the course taught the Air Force trainees. Results showed that the simulation subjects were comparable to the Air Force subjects and that the ability test battery predicted performance equally well for both samples. The hard criterion of effort displayed wide variability, ex-cellent reliability, and good construct validity. (Author)

ED 118 607 TM 005 094

Livingston, Samuel A.

A Utility-Based Approach to the Evaluation of Pass/Fail Testing Decision Procedures. COPA-75-01.

Educational Testing Service, Princeton, N.J. Report No-ETS-COPA-75-01

Pub Date Jul 75

Note—12p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cutting Scores, *Decision Making, Mathematical Models, Measurement Techniques, Statistical Analysis, *Testing, Test Validity Identifiers-Pass Fail Testing, Utility Ratio

A measure of the usefulness of a pass/fail test-ing decision procedure is the ratio of the utility of the given procedure to the utility of a procedure based on knowledge of scores on a criterion measure. It is computed from scores for a representa-tive sample of persons tested. Utility functions may be specified by the test user or set by convention to be linear with unit slope. The utility ratio can be used for comparing tests or for selecting test items. (Author)

ED 118 608 TM 005 095

Handrick, Fannie A.

Delaware Educational Assessment Program 1974-75. Report of the Spring 1975 Testing Program. elaware State Dept. of Public Instruction, Dover. Div. of Research, Planning, and Evalua-

Pub Date Nov 75

Note—37p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

DRS Price MF-50.83 HC-52.06 Plus Postage escriptors—"Academic Achievement, Achievement Tests, Aptitude Tests, Community Resources, Comparative Analysis, "Educational Assessment, Educational Objectives, Elementary Education, English, Grade 1, Grade 4, Grade 8, Mathematics, Parochial Schools, Public Schools, Reading, Sciences, Social Studies, "State Programs, "Testing Programs, "Test Results dies, *State *Test Results

Identifiers-*Delaware Educational Assess Program

A description of the 1974-75 Delaware Educational Assessment Program and a summary of the data gathered and analyzed as part of the pro-gram is provided. The report is divided into two major sections: the first part provides a descripmajor sections: the first part provides a description of the program including purposes, data collected, instrumentation, and reports prepared. The second part of the report summarizes the data that were gathered and analyzed. Statewide data on pupils are presented as are the results of some preliminary analyses of the relationships found between student achievement and selected colored and community researches. (Author, BEG) school and community resources. (Author/BJG)

ED 118 609 TM 005 096

Marston, Paul T. Young, Robert K Multiple Serial List Learning with Two Mnemonic Techniques.

Pub Date [74]

Note-22p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Associative Learning, Codification, *Comparative Analysis, Cues, Imagery, *Learning Theories, *Mnemonics, Recall (Psychologi-

The classic mnemonic for learning serial lists, the method of loci, and its modern counterpart, the peg system, were compared by having subjects learn three 20-item serial lists. In addition to the type of mnemonic training, list imagery was either high (rated 6-7) or medium (rated 4-5), and instructions were either progressive elaboration (e.g., make a single image for each list posi-tion across the three lists), imagery, or verbal mediation. The verbal mediation instructions resulted in equal performance on both high and medium lists. The two imagery instructions resulted in higher recall than the verbal on high imagery lists and lower recall than the verbal on medium imagery lists. An absence of serial posi-tion effect was found for the two imagery in-structed groups receiving high imagery lists. All other conditions showed a strong serial position effect. The comparison of the two mnemonic systems showed the peg method gave slightly higher recall on the high imagery lists, and the loci method gave slightly higher recall on medium lists. The results were discussed in terms of the subject's attempt to create an image for the medi-um imagery items interfering with finding an ef-fective mediator. (Author)

TM 005 097

Ingling, Nancy Wallis
Poststimulus Cueing and Conceptual Categorization of Visual Information.
Ohio State Univ., Columbus. Inst. for Research in

Pub Date [Nov 74]

Note—24p.; Paper presented at the Annual Meeting of the Psychonomic Society (Boston, Massachusetts, November 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage EDRS Price MF-90.83 HC-91.67 Plus Postage Descriptors—Association (Psychological), Aural Stimuli, "Classification, "Conceptual Schemes, Cues, Graduate Students, Higher Education, "Learning Modalities, "Visual Perception Identifiers—*Visual Information Storage In a poststimulus cueing task subjects reported either the identity of items or their category membership, Results indicated that readout from

Visual Information Storage (VIS) is not selective for conceptual categories. Rapid conceptual categorization of the type found in visual search experiments probably occurs at a processing stage subsequent to VIS readout. Another experiment subsequent to VIS readout. Another experiment demonstrated that subjects report category more accurately than identity when stimulus duration is 2 seconds, although there is no difference at .2 seconds, at the longer duration, superiority of category reports was correlated with subjective reports of processing strategy, suggesting that rapid categorization occurs when subjects encode and store information by category immediately after VIS readout. (Author/BJG)

TM 005 098 ED 118 611

Ramsey-Klee, Diane M Richman, Vivian
Further Investigations of Content Analytic Techniques for Extracting the Differentiating Information Contained in the Narrative Sections of Performance Evaluations for Navy Enlisted Personnel. Technical Report No. 75-1.

rersonnet. Iechnical Report No. 75-1.
R-K Research and System Design, Malibu, Calif.
Spons Agency—Office of Naval Research,
Washington, D.C. Personnel and Training
Research Programs Office.
Report No—TR-75-1
Pub Date Oct 75
Note... 1729

Note-172p. EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Classification, Comparative Analysis, *Content Analysis, Discriminant Analysis, *Enlisted Men, Military Personnel, Performance Criteria, *Performance Factors, *Personnel Evaluation, *Personnel Selection, Palishitis, Volkidis.

Reliability, Validity
Identifiers—*Navy
The purpose of this research is to develop content analytic techniques capable of extracting the differentiating information in narrative per-formance evaluations for enlisted personnel in order to aid in the process of selecting personnel for advancement, duty assignment, training, or quality retention. Four tasks were performed. The first task was to cross-validate a short-cut indexing technique--the rational condensation method-on other occupational specialities and on other pay grades than those that had been studied earlier. In the second task, a reliability study was con-ducted in order to be certain that consistency among several indexers can be taught and achieved in their interpretation and application of the rational condensation short-cut method. A third task was undertaken in order to shed some light on whether it is reasonable to assume that although there may be slight differences between authough there may be sight differences between two indexers in how they apply a particular in-dexing procedure, a more important considera-tion is that they consistently use their own in-dividualized interpretation of the indexing rules and conventions. In the fourth task, a careful comparison of the indexing, coding, keypunching, and subsequent computer processing time required to apply the rational condensation shortcut indexing procedure and the original lengthy indexing procedure to a small subsample of a data base was made. (Author/BJG)

TM 005 100 Symposium: The Care and Feeding of Test Constructors

Pub Date [Oct 74]

Note—39p.; Symposium presented at the Annual Military Testing Conference (16th, Okalahoma City, Oklahoma, October 21-25, 1974) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Military Personnel, *Military Training, Program Effectiveness, *Quality Control, Surveys, *Symposia, *Test Construction, *Testing Problems, Training Techniques

Symposium papers presented are: (1) The Perspective of a Testing Psychologist Who Conducts Orientation Programs for New Test Constructors by Walter Birdsall; (2) The Perspective of a Military Supervisor of Test Constructors Who Are Temporarily Brought in from the Field to Write Tests by David Vaughn; (3) The Perspective of a Civilian Test Psychologist Working with Test Constructors by Carl R. Smith; (4) The Perspec-tive of a Non-Commissioned Officer Who Is Actrue of a Non-commissioned Officer with its Ac-tually Constructing Tests by J. R. Harris; and (5) The Care and Feeding of Test Constructors by George D. Oetting. Participants in the symposium were in the Army, Navy, and Coast Guard. Common concerns were methods to best train temporary examination writers, need for quality control, identification of effective training materials and strategies. Survey of Test Constructors is attached. (BJG)

ED 118 613 TM 005 101 Achievement in Dade County Public Schools 1974-

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation. Pub Date [75]

МΙ

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage

Descriptors—Achievement Tests, Communication Skills, Comparative Analysis, "Educational As-sessment, Elementary Secondary Education, Grade 3, Grade 6, Grade 9, Mathematics, Na-

tional Norms, *School Districts, Standardized *State Programs, *Testing Programs, Tests, *Stat

Public Schools, Florida (Dade County), Florida Statewide Assessment Program, Stanford Achievement Test Identifiers-*Dade

This report encompasses the results of two 1974-75 testing programs: (1) the Florida State-wide Assessment Program of communication skills and mathematics, administered to pupils in grades 3, 6, and 9, and (2) the countywide testing program involving the Stanford Achievement Test, a national standardized test administered to pupils in grades 1-12. These programs differ with respect to the types of instruments utilized, the use of their results, and their geographic scope. The body of the report is divided into several sections 14. tions. In the first section, a summary and interpretation of the district wide results presented in a question and answer format. Attempts have also been made to anticipate the major questions the typical reader might ask and to provide answers in as simple a form as possi-Following this section are the major sections on the district results for the State Assessment and Stanford, or district-wide, program. Tables denoting the by-grade and by-subject area results are presented here. (Author/DEP)

TM 005 102

Winick, Albert B.

A Format in Assessing the Mentally Retarded for Vocational Activation Utilizing the Clinician's Insights.

Pub Date Jul 74

Note-254p.; Ph.d. Dissertation, Walden Univer-

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Achievement Tests, Adults, Clinical Diagnosis, Cognitive Tests, Guidelines, Intel-ligence Tests, Interest Tests, Literature Diagnosis, Cognitive Tests, Guidelines, Inteligence Tests, Interest Tests, Literature Reviews, *Mentally Handicapped, Motor Development, Personality Tests, *Predictive Ability (Testing), *Psychological Tests, *Vocational Adjustment, *Vocational Rehabilitation Identifiers—Bender Visual Motor Gestalt Test, Draw A Person Test, Purdue Pegboard Test, Septence Completion Test Westley Adult

Sentence Completion Test, Wechsler Adult Intelligence Scale, Wide Range Achievement Test, Work Interest Check List

Tests of intelligence and structured measures of emotional status, aptitudes, and achievement alone do not suffice in predicting the vocational adjustment of the mentally retarded. Since the main concern is the evaluation of the many aspects of behavior which make the individual a unique and changing person, a format was developed which included a particular battery of psychological tests which assessed intellectual capacity and functioning, personality characteristics, academic achievement, aptitudes, and preferences. Tests were selected for their usability and appropriateness with the mentally re-tarded. The importance of the format is that it included the author's interpretations and insights based on the examinee's responses and reactions to the testing program. The test findings were critiqued, and the clinical interpretations were presented. Some conclusions and recommendations were: the focus of the assessment should be on the identification of areas of strength rather than on weakness; social competence is one of the most important determinants for vocational functioning; it is more appropriate to make an assumption of positive adaptation on a meaningful criteria of employability and social integration until negative evidence appears, rather than to assume a poor prognosis until positive evidence appears; and finally that predictive measures should be more as estimates of preparation for the next step in training or placement than as determiners of the future. (RC)

TM 005 103

Lovelace, Eugene A.

Prediction During Learning of Later Retrievabili-

Pub Date [Nov 74]

Note—6p.; Paper presented at the Annual Meeting of the Psychonomic Society (Boston, Massachusetts, November 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Memory, Paired Associate Learn-ing, *Probability, *Recall (Psychological), Re-tention, Undergraduate Students, *Verbal Evidence was found for an ability to monitor during learning the degree of retrievability of the to-be-learned material from memory at time of a subsequent test. Students were given three suc subsequent test. Students were given thee successive study trials to learn either a list of 60 paired associates or a free-recall list of 60 "unrelated" words. During a fourth study trial, they rated on a 7-point scale how confident they were that they would recall the item on a later test trial. al. Performance on the subsequent test was a monotonic increasing function of rating for both tasks the slope being greater for paired as-sociates. (Author)

ED 118 616

TM 005 104

Gumenik, William E. Imagery and Associa Pub Date [Nov 74] ociation in Incidental Learning.

Note—Ilp.; Paper presented at the Annual Meet-ing of the Psychonomic Society (Boston, Mas-sachusetts, November 1974)

sachusetts, November 19/12.
EDRS Price MF-50.83 HC-\$1.67 Plus Postage
Descriptors—*Association (Psychological), College Students, *Imagery, *Incidental Learning, Paired Associate Learning, *Recall (Psychological), Verbal Stimuli

Free recall of concrete and abstract words, following imaginal, associative, or anagram in-cidental learning tasks, was tested. Recall was sigcidental learning tasks, was tested. Recail was sig-nificantly greater for concrete than abstract words, and recall for the imaginal task exceeded that of the associative task, which exceeded that of the anagram task. The interaction between kind of word and incidental task was not significant. (Author)

TM 005 105

Nicolich, Mark J. Longitudinal Data Analysis with Pictures, Regreson and Principal Components.

Pub Date [75]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Data Analysis, Graphs, *Longitudinal Studies, Multiple Regression Analysis,

"Statistical Analysis
Identifiers—Change Point Analysis, Principal
Components Analysis
Several statistical techniques that can be used to ameliorate the difficulties inherent in the data analysis of longitudinal studies are presented. The first step in longitudinal data analysis is graphing. This permits visual inspection of the data, and with educated viewing can yield insights into the nature of the underlying mechanisms. The next level of sophistication is to apply regression anal-ysis and change point analysis to the curves ob-tained from the graphical analysis. It is usually the case in longitudinal studies that the exact form of the curve is not known prior to the ex-perimentation. The graphing of the data is useful in suggesting different mathematical models to apply to the curves. The results of the regression analysis will help determine the uniformity of the process across subjects. The next step is to use the form of the fitted equation to determine significant points on the curve. The shape of the curve will suggest change points in the subjects' behavior with respect to the dependent variable. In certain cases where problems arise, the use of principal components is called for. Practical advantages are that they explain the original curve best and will likely point to any existing major differences, and they occur mathematically and do not depend on the experimenter's ability to form a regression curve or pick important change points. When used in conjunction with each other, these techniques form a powerful package for analyzing longitudinal data. (RC)

ED 118 618 95 TM 005 107 Marshall, J. Laird Haertel, Edward H.
A Single-Administration Reliability Index for Criterion-Referenced Tests: The Mean Split-

Half Coefficient of Agreement.
Wisconsin Univ., Madison. Research a
Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date [Apr 75] Contract—NE-C-00-3-0065

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April

3, 1975) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Referenced Tests, Descriptors—*Criterion Referenced Statistical Analysis, *Test Reliability

Identifiers-Coefficient Beta

For classical, norm-referenced test reliability, Cronbach's alpha has been shown to be equal to Cronbach's alpha has been shown to be equal to the mean of all possible split-half Pearson product-moment correlation coefficients, adjusted by the Spearman-Brown prophecy formula. For criterion-referenced test reliability, in an analogous vein, this paper provides the rationale behind, the analysis of, computational formulas for, and characteristics of a coefficient equal to the mean of all possible split-half coefficients of agreement. In addition, the relation of this coeffi-cient to other test indices, including those of Har-ris and Livingston, is presented. (Author) ris and Livingston, is presented. (Author)

TM 005 109

Amarel, Marianne And Others
The Introduction of Innovative Instructional Systems: Implementation and Program Evalua-tion. Section 1. The Practitioner: Selection, Training, and Program Evaluation; Section 2. Degree of Implementation and Classroom Ob-

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Assistance of the American Educational Research Assistance of the American Educational Research Assistance of the American Education sociation (Washington, D.C., March 30-April

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

EDRS Price MF-30.83 HC-53.50 Plus Postage
Descriptors—Check Lists, Classroom Observation
Techniques, *Computer Assisted Instruction,
*Educational Innovation, Elementary Education, *Instructional Systems, *Program
Development, *Program Evaluation, Research
Methodology, Teacher Attitudes, Teacher Education, Teacher Role, Teacher Selection
Identifiers—*PLATO, University of Illinois
The University of Illinois *PLATO, Elementary.*

The University of Illinois' PLATO Elementary Program, which was observed and evaluated for two years, was the focus of Part 1. The major PLATO features were described and the PLATO elementary reading and mathematics demonstra-tions, representing attempts at sequential and concurrent hardware, software, curriculum, and implementation development of tutorial computer assisted instruction, emphasized. The PLATO staff was composed of volunteers because of the perceived importance of teacher commitment to the program. This method of selection caused several problems. The orientation of PLATO staff varied with implementer's views of proper teacher contribution to the program. Judgments on the effectiveness of teacher orientation and the relationship between that process and the eventual development of the innovation were in-conclusive. In Part 2, the theoretical components of the degree of PLATO implementation and classroom observation were discussed. An effort was made to sketch the evolution of one of the observation instruments being employed to ob-serve the effects of PLATO on the life of elementary classrooms, the conditions and hypotheses under which it has been developed and used, and e illustrative result concerning implementation. (BJG)

ED 118 620

TM 005 110

Boyd, Joseph L., Jr. The Effect of Format Change on Test Item Difficulty.
Pub Date [Oct 74]

Note—4p.; Paper presented at the Annual Meeting of the Military Testing Association (16th, Oklahoma City, Oklahoma, October 21-25,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—*Multiple Choice Tests, *Test Con-struction, Testing Problems Identifiers—Item Difficulty (Tests)

This study evolved from a practical field situa-tion that dictated an item format change. The item type in question is a variety of the multiple true-false item, widely used in state and municipal civil service examinations. Items are produced, not by combining pairs of independent true-false items, but as a means of salvaging not quite adequate four-choice multiple items. The original items may have no right answer: two, three, or four right answers; or one or two am-biguous or nonplausible responses. Items of this type were developed for use in a national testing program for automotive mechanics. After review by a number of test specialists and mechanics, it was decided that many items were faulty. A for-mat variation was developed which seemed to be more clear cut, informal, and easier to read and understand. The revised items were used in a test battery. In practical terms, the overall effect of

changing item format was to make the test items er by an amount that would make mean percent correct scores higher by less than one percent. The real effect was to eliminate protests about the test questions. (RC)

ED 118 621 TM 005 111

Performance Evaluation: The Use of Scoring Systems in Adaptive Training.

Pub Date (Oct 74)

Note-23p.; Paper presented at the Annual Meeting of the Military Testing Association (16th, Oklahoma City, Oklahoma, October 21-25,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Flight Training, Measurement,
*Military Training, *Scoring, *Task Per-*Military Training, formance, *Tracking

Research is described involving the development of a scoring system for performance evalua-tion. The example used is aircraft landing. Tables included which give a suggested method for establishing a relevant scoring system in relation to this example. (DEP)

ED 118 622

TM 005 112

TM 005 113

Kearns, Jack Empirical Bayes Point Estimates of True Score Using a Compound Binomial Error Model. Research Memorandum 74-11. Educational Testing Service, Princeton, N.J.

Report No-ETS-RM-74-11

Pub Date Jun 74

Note-24p.; Paper presented at the Spring Meeting of the Psychometric Society (Stanford University, March 28-29, 1974)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Error escriptors—*Error Patterns, Expectation, *Mathematical Models, *Mental Tests, *Prediction, *True Scores

Identifiers-*Test Theory

Empirical Bayes point estimates of true score may be obtained if the distribution of observed score for a fixed examinee is approximated in one of several ways by a well-known compound binomial model. The Bayes estimates of true score may be expressed in terms of the observed score distribution and the distribution of a hypothetical binomial test. The latter distribution is found by use of the compound binomial ap-proximation formula and from relationships which exist between Bayes estimates and unconditional probabilities of observed score. Empirical Bayes point estimates are obtained by use of the sample observed score disribution. (Author)

ED 118 623 Reese, Lee W.

The Counselor's Handbook and Guide to Credit-By-Examination and the 1975 Supplement. Pub Date May 74

Note-96p.

Available from-Lee W. Reese, HEAM, 95 Nas-Street, Princeton, New Jersey 08540

(\$25.00/\$20.00 prepaid)

Document Not Available from EDRS

Descriptors-*Admissions Counselors, Adult Stu-Descriptors—"Admissions Counseiors, Adult sur-dents, College Choice, College Credits, "Col-leges, "Equivalency Tests, "Guides, "Higher Education, High School Graduates Identifiers—"College Level Examination Program This handbook provides the practicing educa-

tional and career counselor with basic information about a college's policy regarding credit by examination, particularly the College Level Ex-amination Program (CLEP). CLEP is a national program that is readily available to the general public. It is designed to measure knowledge acquired outside the formal educational setting. Growing numbers of college entrants are being awarded credit before attending their first class for results of the CLEP tests taken around the time of college entrance. A counselor working with a client who wishes to gain recognition for educational achievement, life experience, independent study, or other form of nonclassroom learnings will find a number of concurrent and continuing opportunities available at the colleges contained herein. Many of the colleges listed offer innovative and exceptional programs of study that are designed to meet the needs of today's student. The 1975 supplement is also included. (Author/DEP)

ED 118 624

TM 005 115

Tzeng, Ovid J. L.
Reminiscence: Evidence for Reorganization in Free Recall.

Pub Date [Nov 74]

Note—10p.; Paper presented at the Annual Meeting of the Psychonomic Society (Boston, Massachusetts, November 1974)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-High School Students, *Learning Processes, Learning Theories, *Memory, *Organization, *Recall (Psychological), *Word

Sixty subjects learned four different 16-word lists in four different conditions. Within each list, every word was repeated. The four conditions defined by a 2 (whole vs. blocked presentation) by 2 (same order vs. random order repeti-tion) factorial design. An unexpected final free recall followed the immediate free recall of the fourth list. It was found that significantly more reminiscence was observed in the whole-random condition, suggesting that initially imposed or-ganization hindered the subsequent reorganization. (Author)

Pastrana, Ronald R. Pastrana, Ronala R.
Relating the ASVAB (Armed Services Vocational
Aptitude Battery) to Career Guidance and Occupational Education.
Duchess County Board of Cooperative Educational Services, N.Y.
Bib Data Mon. 751.

Pub Date [Mar 75] Note-11p.; Paper presented at the Annual Meet-ing of the American Personnel and Guidance Association (New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors— Aptitude Tests, Career Planning,
"High School Students, "Occupational
Guidance, Secondary Education, Student Interests, "Vocational Aptitude, "Vocational Education

Identifiers-*Armed Services Vocational Aptitude Battery
The Armed Services Vocational Aptitude Bat-

tery (ASVAB), developed by the Department of Defense, is a test geared toward career planning. This instrument has proved useful to other populations as well as the military. This is especially true for high school students, who during their final years of school must decide on what educational or vocational line to pursue. This document relates some of the research done with the ASVAB in cooperation with a high school career guidance program. The results of a survey of sta-dents in the guidance program and a history of the relationship of the Board of Cooperative Educational Services (BOCES) and the ASVAB are discussed. (DEP)

ED 118 626 TM 005 118 A Faculty Self-Study of the Elementary School.
Pennsylvania State Dept. of Education, Har-risburg. Bureau of Planning and Evaluation. Pub Date

Note—175p. EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage Descriptors-Early Childhood Education, Edu tional Alternatives, Educational Facilities, Educational Objectives, Elementary Education, cational Objectives, Elementary Eucucation, *Elementary Schools, *Elementary School Teachers, Exceptional Child Education, Faculty Evaluation, *Guides, Library Services, Pupil Personnel Services, School Administration, School Community Relationship, *Self Evalua-

tion, State Programs

Identifiers-Pennsylvania This guide was designed to help elementary school faculties begin a cycle of evaluation, revi sion, implementation, and change which can coincide with other evaluation cycles, such as Educational Quality Assessment (EQA) testing or longrange planning, if desired. The processes described in the general procedures section are suggestions; situation. This document is generally cognitive in nature because knowledge with un derstanding is still a primary reason for basic edu-cation. Attempts to "open" or humanize educa-tion as well as to involve the community in the schools, however, must also be considered in any self-study. This guide reflects those attempts by including (1) a special section on the evaluation of experimental organizational, instructional, and special subject programs; (2) items in all sections on affective education, individualizing instruction and using discovery, inquiry and exploration techniques with children; and (3) comprehensive techniques with condrent, and (3) comprehensive sections which examine the entire school program from different viewpoints. The open-ended commendations and recommendations summaries allow all participants to place proper emphasis on what each considers the most important findings of the settle (Auchor/PEC) of the study. (Author/BJG)

TM 005 119

Farnam, Jeffrey R. And Others
A Survey of Parent Opinions About Educational

A survey or Parent Opinions About Educational Alternatives in Minneapolis North Area Elemen-tary Schools. Report C-74-53 Minneapolis Public Schools, Minn. Dept. of Research and Evaluation. Report No—C-74-53

Pub Date Jun 75

Note-56n

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Alternative Schools, *Educational Alternatives, *Elementary Education, *Parent Attitudes, Questionnaires, *School Surveys Identifiers—*Minneapolis Public Schools, Minnesota (Minneapolis)

The majority of the parents answering the survey preferred program characteristics that fell between the most traditional-structured and the most flexible-open types of educational programs.

The majority of parents also preferred that:
parents and students be involved in school decisions; the curriculum include required courses, specific courses in basic skills, courses to meet the specific needs of their child, and work on feelings and attitudes; several teachers be available to their child, and that teachers do most or all ble to their child, and that teachers do most or all of the teaching; children have some responsibility for their own learning; their child progress through a subject at the same speed as others, but be given extra work or help if she or he progresses faster or slower than others; the work environment be quiet and orderly, with some stu-dent feedom to move about and talk; the learning dent feedom to move about and talk; the learning environment include both active and passive learning opportunities, equal emphasis on com-petition and cooperation, some participation in group projects with other children, and some ac-tivities in the community; and their child work, play and study with students of the same age or grade, or within one or two years younger or older than their child. (Author/BJG)

ED 118 628 88 TM 005 120 Urban Environment Studies Curriculum Project; Special School District No. 1; Title III ESEA:
Final Evaluation Report. Report C-74-22.
Guardian Resource Development, Inc., St. Paul,

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; Minneapolis Public Schools, Minn. Dept. of Research and Evaluation. Report No—C-74-22

Pub Date 30 Jun 75

MI

Note—27p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Curriculum Development, *Curriculum Evaluation, Educational Objectives, Elementary Education, *Environmental Education tion, Instructional Materials, Integrated Curriculum, Program Evaluation, *Urban Environ-

rectum, Program Evaluation, "Orban Environ-ment, "Values Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Minneapolis Public Schools, Minnesota (Minneapolis) The intent of the Urban Environmental Studies

The intent of the Urban Environmental Studies Curriculum Project, funded by an ESEA Title III grant, was to develop and implement curriculum for an urban oriented environmental studies Pro-gram within Special School District 1, Min-neapolis Public Schools which would utilize the environment, involve students in investigations and experiences to build an understanding and appropriation of their city and natural environand experiences to build all understanding and appreciation of their city and natural environments, and develop a basis for objective clarification of values in areas crucial to the environment. This report lists project identification, project objectives, activities which were used to implement each objective, and evaluation procedures used to determine the extent to which each objective was accomplished. Evaluation results are also presented. Evaluation indicated that project staff has made the first step in reaching its goal by ac-complishing the project's first year objectives. Therefore continued funding for the second year is recommended. (RC)

ED 118 629 TM 005 121

Goodwin, Judith
A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1973-11974.
Philadelphia School District, Pa. Office of

Research and Evaluation.

Report No-R-7604 Pub Date Jul 75

Note-25p.; For a related document, see ED 074 134, 084 276 and 104 550

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Achievement Gains, Ancillary Services, Attendance, Comparative Analysis, *Compensatory Education Programs, Disadvantaged Youth, *Early Childhood Education, Faculty Mobility, Machine Programs, Childhood Education, Faculty Models, Parent Participation, Evaluation, Student Mobility, *Program Summative Evaluation

Identifiers-Pennsylvania (Philadelphia), *Project

Follow Through

This report is a non-technical summary of six This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1973-74. Positive findings are presented in the areas of pupil achievement, teacher and pupil continuance and pupil absence, and supportive services and parent involvement. The Follow Through Program in Philadelphia is comprised of seven educational products. Park Street, Pakusica Atsuksis Bilinguil. models: Bank Street, Behavior Analysis, Bilingual, models: Bank Street, Behavior Analysis, Bilingual, Florida Parent Educator, Parent Implemented, Philadelphia Process and EDC (Educational Development Center). In terms of achievement based on cross sectional analysis, Total Follow Through (TFT) exceeds the Total Non-Follow Through (TNF) group in almost all test areas in kindergarten; in Total Reading, and Total Mathematics in Est areas acid in Test Mathematics in matics in first grade; and in Total Mathematics in third grade. The Behavior Analysis (Grades K-3) Model and Parent Implemented (Grades 1-3) Model (with only one exception on one criterion in the latter case) perform better than the TNF group at all grade levels. Comparisons between Spring 1973, and Spring, 1974 test data, although only tentative at best, indicate that overall, with the exception of kindergarten, the 1974 results show higher percentile ranks than do the results on comparable test areas. (Author/DEP)

ED 118 630

Mueller, Mildred K. The Bryant-Anthony-Ramsey (B-A-R) Project: An Evaluation. Report C-73-2.

Minneapolis Public Schools, Minn. Dept. of

Minneapons Public Schools, Minn. Dept. Research and Evaluation. Spons Agency—Minneapolis Foundation, Minn. Report No—C-73-2 Pub Date Sep 74

Note = 100p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Community Involvement, *Junior High Schools, *Program Evaluation, Public Schools, Questionnaires, *School Integration, Workshops Identifiers—Minneapolis Public Schools, Min-

nesota (Minneapolis)
The Bryant-Anthony-Ramsey (B-A-R) Project is a desegregation/integration project aimed at assuring a smooth transition from a predominately segregated school environment to a desegregated or integrated environment. The Bryant, Anthony, and Ramsey Junior High Schools are participants in a desegregation effort that is one part of an overall desegregation plan of the Minneapolis Public Schools. These schools (B-A-R) are involved in a unique plan involving the redrawing of attendance areas and the restructuring of age group patterns. The project is a community in-volvement project with these objectives: developing community awareness, fostering support for the project, developing support for desegregation, teaching skills to persons interested in desegregation and/or community involvement, and reduc-ing racism. The evaluation was conducted by means of questionnaires, visits, observations, and interviews. The groups involved included the B-A-R Advisory Committee, B-A-R student groups, school staffs, workshops participants, and people who attended B-A-R community meetings. It was recommended that the project continue its efforts in 1974-75. (RC)

ED 118 631 Johnson, Lary TM 005 123

School-Related Attitudes of Students Attending Secondary Alternative Schools, Report C-75-45. Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No-C-75-45 Pub Date Oct 75

Note—15p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Alternative Schools, Comparative Analysis, *High School Students, Participant Satisfaction, *School Attitudes, *School Sur-

Analysis, "High School Students, Partucpant Satisfaction, "School Attitudes, "School Surveys, Secondary Education, "Student Attitudes Identifiers—"Minneapolis Public Schools, Minneapolis Minneapolis In the spring of 1975, three alternative secondary schools in the Federation of Alternative Schools, with the help of the Minneapolis Public Schools' Research and Evaluation Department, and Evaluation Department, the federation of their students. The 66-item questionsurveyed their students. The 66-item question-naire, which was developed to provide an overall assessment of student attitudes and information for program improvement, was completed by more than 75 percent of the students enrolled in the three schools. Results showed that more than 80 percent of the respondents indicated that their alternative school was relevant; 90 percent said their teachers understood them, liked them, were fair to them, and showed an interest in them; the rair to them, and showed an interest in them; the majority were satisfied with how much they were learning and they learned more this year than previously; and the majority felt their school helped them in cognitive and affective learning areas. Seventeen of the items were included in a 1972 survey. 1975 students responded more favorably on all items, but several interpretation cautions were noted. If positive attitudes toward school can serve as a means to school effectiveness, alternative schools appear to have some potential for effecting the attainment of other stu-dent educational outcomes. (RC)

ED 118 632

TM 005 124

Anttonen, Ralph G. Evaluation Data and Schemes for Summer Hap-pening and Network Schools 1975. Millersville State Coll., Pa. Div. of Education.

Pub Date Sep 75 Note—79p.; For a related document, see ED 103

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Changing Attitudes, College School Cooperation, Comparative Analysis, Elementa-ry Education, *Evaluation Methods, Models, Open Education, Parent Attitudes, *Program Effectiveness, Questionnaires, Rating Scales, School Districts, Student Attitudes, *Summer Programs, *Teacher Attitudes, Teacher Evalua-tion, *Teacher Workshops

The report presents data for the 1975 Summer Happening program and Network Schools pro-grams at Millersville State College. Teachers' opinions toward the effectiveness of both programs are summarized and compared. The basic results of the analysis show that programs conducted in the network schools tend to be more favorably received than programs conducted at the College Summer Happening. The report also includes an evaluation model and instruments. Teacher classroom observation techniques, techniques for measuring children's attitudes, and evaluation forms for administrators are presented in the appendices. School districts are en-couraged to seek training in evaluation techniques since educational accountability is upon the world of education. (Author)

ED 118 633 West, R. W.

The Summative Evaluation of Curriculum Innovations. Education Area Occasional Paper 1. Sussex Univ. (England).

Note—56p. EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
Descriptors—Course E Evaluation, Development, *Curriculum Evaluation, Data Collection, Decision Making, *Educational In-novation, *Evaluation Methods, Instructional novation, *Evaluation Methods, Instruct Materials, Models, *Summative Evaluation

After a general review of approaches to the evaluation of curriculum innovations the author presents a strategy for summative evaluation based on three related activities: (1) the intrinsic evaluation of the curriculum materials that incorporate the aims, objectives, and teaching and learning strategies of the program being evaluated; (2) a performance evaluation designed to assess the extent to which the intended outcomes of the program are achieved in action, and the level of interference from other, unintended, outcomes; and (3) a context evaluation designed to assess the effect on the curriculum proposals of the varying conditions under which they are im-plemented. An outline of possible techniques and methods for each of the above activities is presented, and the paper concludes by consider-ing the whole process in relation to the types of judgement the evaluator may be required to make. Throughout the paper a strong emphasis is placed on clarifying strategic and tactical decisions when planning curriuclum evaluations, and adequate references are provided to key works of a theoretical and statistical nature. (Author)

Equivalency Testing for Allied Health Manpower in Maryland.

Hospital Education and Research

Foundation, Lutherville.

Spons Agency—National Institutes of Health (D-HEW), Bethesda, Md. Bureau of Health Manpower Education. Pub Date [Oct 71]

Note—110p.; Proceedings of a seminar on Equivalency Testing for Allied Health Personnel (Cockeysville, Maryland, October 19-20,

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

EDRS Price MF-30.83 HC-36.01 Plus Postage Descriptors—Certification, Community Colleges, *Equivalency Tests, *Health Occupations, *Health Personnel, Higher Education, Legal Problems, Manpower Needs, Military Personnel, Professional Associations, Secondary Education, *Seminars, Testing Problems Identifiers—Maryland

This two-day conference heard from leaders on national trends in health manpower, with particular emphasis on the granting of equivalency credit for relevant experience. Presentations were made under these areas: opening doors to health careers, national trends in allied health testing, innovative approaches to allied health equivalency testing in Maryland, and the allied health professional and health care delivery. Participants were then divided into task forces to address the more specific facets of equivalency testing; questions such as the role of licensing boards, professional associations, military experience, test design, and legal problems. The seminar was closed with the conclusions and recommendations of each task force. (RC)

TM 005 127 Summary Highlights: Maryland Accountability Program, School Year 1973-1974.

Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.

Pub Date 1 Jan 75

Note—184p.; For related documents, see ED 109 182, TM 005 128, 130 and 131 EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

EDRS Price MF-50.83 HC-\$10.03 Plus Postage Descriptors—Achievement Tests, Cognitive Ability, Demography, *Educational Accountability, *Educational Assessment, Education Objectives, Elementary Secondary Education, Mathematics, Public Schools, Reading, *State Programs, Test Results, Writing Identifiers—Cognitive Abilities Test, Iowa Tests of Basic Skills *Marvland Accountability. Accountability. Accountability.

of Basic Skills, *Maryland Accountability As-

sment Program

This initial step in establishing a program of Into initial step in establishing a program of educational accountability provides descriptive information to public officials and the general public about Maryland public schools. The Report presents the overall accountability effort of goal formulation and educational assessment on the State, local school system, and individual school levels. In this Summary, the reader will find descriptive information about: the nature of the educational accountability effort thus far; the instructional goals and objectives in reading, writing, and mathematics that have been agreed upon at the State level; demographic data for the State and local school systems; and assessment data on ability and achievement summarized at the State and local school system levels. Iowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed Maryland's average performance in most of the achievement skill areas was slightly below the national average; however, Maryland's average performance in the ability area showed a progressive increase through the grades. (Author)

TM 005 128 Maryland Handbook on the Accountability Assess-ment Program (revised December 1974). Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation. Spons Agency—Maryland State Dept. of Educa-tion, Baltimore.

Pub Date Dec 74

Note-57p.; This revision replaces ED 109 182; For related documents, see TM 005 127, 130,

EDRS Price MF-\$0.83 HC-\$3.50 Plus Posta Descriptors—*Educational Accountability, *Educational Assessment, Elementary Secondary Education, *Guidelines, Program Administration, *State Programs, *Testing, Testing Problems
Identifiers—*Maryland Accountability Assess

Identifiers—"Maryland Accountability Assess-ment Program

This handbook is developed as a part of Mary-land's accountability program and is intended to assure the required uniformity in test administra-tion procedures, security of test materials, and other matters with the aim of establishing an ac-countability assessment system which is fair to students, staff, schools, and school systems. Spe-cial attention is given to such concerns as students, start, scroots, and scroot systems. Spe-cial attention is given to such concerns as preparation for testing, conditions for test identification, potential pitfalls, and responsibili-ties of various staff members. This handbook replaces the 1974 edition. (Author/RC)

ED 118 637 TM 005 130 Maryland Accountability Program Report, School Year 1973-1974.

Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.

Pub Date 1 Jan 75

Note-597p.; For related documents, see ED 109 182, TM 005 127, 128 and 131; Not available in hard copy due to marginal reproducibility of

EDRS Price MF-\$1.16 Plus Postage. HC Not

Available from EDRS.
Descriptors—Academic Achievement, Achievement Tests, Cognitive Ability, Demography, *Educational Accountability, *Educational As-Sessment, Educational Objectives, Elementary Secondary Education, Mathematics, Public Schools, Reading, *State Programs, Test Schools, Reading, *State Programs, Test Results, Writing Identifiers—Cognitive Abilities Test, Iowa Tests of Basic Skills, *Maryland Accountability As-

sessment Program

This initial report required by the Maryland Into initial report required by the Maryland Educational Accountability Act provides descriptive information to public officials and the general public about Maryland public schools. In the Report, the reader will find information about: the nature of the educational accountability. ty effort thus far; the objectives of the Maryland State Department of Education; the instructional goals and objectives in reading, writing, and mathematics that have been agreed upon at the State level; the goals and objectives in the same areas established for each school system; demo-graphic data for the State, local school systems, and schools; assessment data on ability and achievement summarized at the State ano school achievement summarized at the State ano school system levels; and assessment data on ability and achievement for each Maryland public school with grades 3, 5, 7, and 9. Iowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed, in general, Maryland's average performance in most of the achievement skill severe were slichtly about the artiford average was areas was slightly below the national average.

Maryland's average performance in the ability areas showed a progressive increase through the grades. (Author)

ED 118 638 TM 005 131 Maryland Accountability Program Report--Year 2, School Year 1974-1975.

Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md. Pub Date 1 Jan 76

Note—552p.; For related documents, see ED 109 182, TM 005 127, 128 and 130; Not available in hard copy due to marginal reproducibility of

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors-Achievement Tests, Cognitive Ability, Comparative Analysis, Demography, 'Edu-cational Accountability, 'Educational Assess-ment, Educational Objectives, Elementary Secondary Education, Program Costs, Program Development, Public Schools, Pupil Personnel Services, Special Education, Standardized Tests, *State Programs, Test Results

Identifiers-Cognitive Abilities Test, Iowa Tests of Basic Skills, *Maryland Accountability As-

of Basic Skills, "Maryland Accountability Assessment Program
This report provides descriptive information for public officials and the general public about Maryland's public schools. It is the second report required by the Maryland Educational Accountability Act. This second report contains information about: the implementation of the Maryland Accountability Program on the State and local Accountability Program on the State and school system levels-present achievement and fu-ture plans; demographic data for the State, local school systems, and schools; assessment data on school systems, and schools; assessment data on ability and achievement summarized at the State and school system levels; and assessment data on ability and achievement for each Maryland public school with Grades 3, 5, 7, and 9, lowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed that Maryland's average performance on most of the achievement areas was slightly below the national average however. stightly below the national average; however, Maryland's average performance in the ability area showed a progressive increase through the grades. (Author/RC)

ED 118 639 TM 005 133

Alfici, C. And Others
Test de Evaluacion de Conocimientos MedicosCIIPME (Test of Evaluation of Medical
Knowledge-CIIPME), Publication No. 42.
Centro Interdisciplinario de Investigaciones en
Psicologia Matematica y Experimental, Buenos
Aires (Argentina).
Pub Date 25 Feb 75
Note... | foi: In Sanaich

Note-16p.; In Spanish EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

escriptors—*College Entrance Examinations, Higher Education, *Medical Education, *Medi-cal Students, *Test Construction

The purpose of this research is to build a test for the evaluation of the knowledge needed by medical students before entering clinical courses in medical school. The criterion for this was provided by teachers in both the pre-clinical and subjects. The Pilot instrument cons of 335 items that covered 8 sections. Each one of of 335 items that covered 8 sections. Each one of these sections referes to specific Pre-clinical courses. The instrument was administered to two groups of students that received different theoretical and practical training. The homogeneity and reliability of the instrument were both highly satisfactory. Statistics referring to the performance of the groups of students of students. to the performance of the groups of students are reported. Interpretation of the results is attempted. (Author)

ED 118 640 TM 005 134

Lopez Alonso, A. O.
Efectos Especiales de Anclaje (Estudio sobre
Regresiones de Juicios Condicionales). Parte 1:
Distincion entre Efectos Aditivos y Efecios Mul-Distinction entre Electos Additivos y Electos Mul-tiplicativos en el Fenomeno de Anchaje (Special Effects of Anchoring (Study on Regression of Conditional Judgements) Part 1: Distinction Between Additive Effects and Multiplicative Ef-fects in the Phenomenon of Anchoring). Publica-

Centro Interdisciplinario de Investigaciones en Psicologia Matematica y Experimental, Buenos Aires (Argentina). Pub Date 21 Oct 74

Note-20p.; In Spanish; For Part 2, see TM 005 135

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MIY-90.83 BIC-91.67 PINS FOSTAGE
Descriptors—Multiple Regression Analysis,
*Response Mode, *Stimuli
Identifiers—Anchoring, *Conditional Judgements
A linear relationship was found between judgements given by 160 subjects to 7 objects
presented as single stimuli (alpha judgements) presented as single stimuli (appa judgements) and judgements given to the same objects presented with a condition (gamma judgements). This relationship holds for alpha judgements and the gamma judgements that belong to a family of constant stimulus and varying conditions (CSF). The corresponding regression coefficient, operations as a multiblicate estimate the constant ing as a multiplicator, estimates the contrast effect, i.e. it measures the degree in which the stimulus is dependent of the conditions. The independence of certain stimuli allowed to isolate an additive effect (called K) in the subjects' gamma estimations. The elimination of effect K maximized the exactness of the prediction of the gamma judgements from the conditional distribution of the alpha judgements. (Author/RC) ED 118 641

TM 005 135

Lupez Alonso, A. O.
Efectos Especiales de Anclaje (Estudio sobre
Regresiones de Julcios Condicionales). Parte 2:
Invariancia del Juicio No-Condicional Como
Valor Estandar Para el Juicio Condicional (Special Effects of Anchoring (Study of Regression
of Conditional Judgements) Part 2: Invariance
of Unconditional Judgments as Standard Value
for the Conditional Judgment). Publication No. Lopez Alonso, A. O.

Centro Interdisciplinario de Investigaciones en Psicologia Matematica y Experimental, Buenos Aires (Argentina). Pub Date 21 Oct 74

Note-26p.; In Spanish; For Part 1, see TM 005 134

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Multiple Regression Analysis,
*Response Mode, *Stimuli
Identifiers—Anchoring, *Conditional Judgements
From the best-fit lines corresponding to sets of families of conditional judgements, the constant stimulus family and the constant condition family, both defined for a same scale object, the coor-dinate values of the point of intersection of both lines (indifference point) are obtained. These values are studied in relation to the mean values of the single object judgments and the conditional object judgements. Estimations are made of the variation of these coordinate values when a stimulus is dependent or independent of the conditions. (Author)

ED 118 642

TM 005 136

Rodriguez Fetjoo, Nelida
Actitud Hacia las Matematicas: Revision
Bibliografica (Attitudes Toward Mathematics:
Revised Bibliography). Publication No. 39.
Centro Interdisciplinario de Investigaciones en
Psicologia Matematica y Experimental, Buenos

Aires (Argentina). Pub Date 29 Nov 74

Note-22p.; In Spanish

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Academic Achievement, Elementary Secondary Education, *Literature Reviews, *Mathematics, Measurement Techniques, *Predictive Measurement, Socioeconomic Status, *Student Attitudes, Teaching Methods Teacher Attitudes

Investigations about attitudes toward mathematics carried out in the past decade were revised. The instruments used to measure at titudes toward mathematics were analysed as well as the attitudes toward different aspects of mathematics, their relation with other school subjects and their stability through time. Opinions about the influence of variables such as: teacher's attitudes, sociological characteristics and personality factors are presented. The possibility of predicting achievement in mathematics through the measurement of attitude toward this subject is discussed. The result of applying new teaching methods in order to improve existing attitudes was considered. (Author)

ED 118 643

TM 005 137

Dysinger, Dale W.
Title VIII Student Support Program: Minneapolis Public Schools, Final Evaluation Report.
Minneapolis Public Schools, Minn. Dept. of

Research and Evaluation. Report No-C-74-7

Pub Date Jul 75

МΙ

Note-117p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—Achievement Gains, American Indi-ans, Attendance, *Dropout Prevention, Educa-tional Objectives, *Junior High Schools, Low Achievers, Parent Participation, *Program Ef-fectiveness, *Program Evaluation, *Senior High Schools, Special Programs, Student Evaluation, Student Improvement, Urban Schools, Work Experience Programs

Experience Programs
Identifiers—Elementary Secondary Education Act
Title VIII, ESEA Title VIII, Minneapolis Public

Schools, Minnesota (Minneapolis)
The Title VIII (Student Support Program (SSP) of the Minneapolis Public Schools was initiated in the 1971-72 school year. This report describes activities of the project for the final (fourth) year and includes descriptions and some comparisons with the previous years. The purpose of the program is to design and implement various ways of reducing the student dropout rate for grades 7-12 at two junior high schools and two senior high

schools in inner city Minneapolis. During the course of the four year operation the program has been organized within three components: the Support Component, the Student and Family Support Component and the Work Experience Component. Since the dropout rate for American Component. Since the dropout rate for American Indian students in Minneapolis schools is especially high, many of the students selected for the program are American Indians. Although improvements are evident in the three program components, the program has not shown a significant effect on the dropout pattern. Lack of attackness and tardiness still separate to be a large tendance and tardiness still seemed to be a large ing work programs and school attendance. (Author/DEP) factor with most students in the program regard

TM 005 139 ED 118 644

Rimoldi Horacio I. A.

(Problem Solving and Cognitive Processes).

Publication No. 41.

Centro Interdisciplinario de Investigaciones en Psicologia Matematica y Experimental, Buenos

riscologia waternate y Experimental, Buc Aires (Argentina). Pub Date 20 May 74 Note—349.; In Spanish EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-*Cognitive Processes, Logical Thinking, *Problem Solving

The study of problem solving is made through the analysis of the process that leads to the final answer. The type of information obtained through the study of the process is compared with the information obtained by studying the final answer. The experimental technique used permits to identify the sequence of questions (tactics) that subjects ask when solving a problem. Problems may be characterized in terms of their logical structure and their manner of presentation (language). Those problems having the same logical structure (isomorphic) may be solved using the ideal tactics. Ideal tactics is not redundant, reduces uncertainty to zero, has no inversions in the order in which questions are asked and has no irrelevancies. The observer tactics may be evaluated considering "distance" to the ideal tactics. Results obtained in several studies are re-Ported. A theoretical formulation of cognitive processes is attempted. This formulation is based on experimental data and considers two basic components: (1) logical structure, and (2) language, as well as their interaction and the in-fluence that other variables have on cognitive processes. (Author)

TM 005 140

TM 005 140
Rounds, James B., Jr. Dawis, Rene V.
A Comparison of Multiple Rank Order and Paired
Comparison Forms of the Minnesota Importance Questionnaire. Research Report No.
49. Minnesota Univ., Minneapolis. Dept. of Psycholo-

gy. Spons Agency—Minnesota State Dept. of Educa-tion, St. Paul. Div. of Vocational Rehabilita-

Pub Date Sep 75

Note—30p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Comparative Analysis, Measure-ment Techniques, *Occupational Tests, Psychometrics, *Response Mode, Scores, Statistical Analysis, Student Reaction, Un-dergraduate Students

Identifiers—Minnesota Importance Questionnaire, Multiple Rank Order Method, Paired Com-parisons Method, *Scaling Methods, Voca-

tional Needs

Two forms of the Minnesota Importance Questionnaire (MIQ), the multiple rank order form and the paired comparison form, were compared in terms of psychometric characteristics and user reactions. The MIQ forms were randomly administered to 290 subjects on two different occasions resulting in a complete crossing of order-by-form. The results of analysis of variof order-by-form. The results of analysis of variance of absolute differences between first and second administration scores for the order-by-form groups, correlated t-tests between first and second administration within groups, and the analysis of scale score stability and profile stability within and between groups, demonstrate that the level of scores and shape of the score profiles for the ranked form are similar to those of the paired form. Subjects' reactions to the two MIQ forms were found to differ, with two-thirds of the subjects preferring the ranked form. Further research exploring the comparability of the ranked form and paired form is proposed. (Author)

ED 118 646 Stefani, Dorina TM 005 141

Actitudes Haci la Enfermedad Mental: Revision Bibliografica (Attitudes toward Mental Illness: Revised Bibliography). Publication No. 40. Centro Interdisciplinario de Investigaciones en

Psicologia Matematica y Experimental, Buenos Aires (Argentina). Pub Date 25 Feb 75

Note-41p.; In Spanish EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Attitudes, *Attitude Tests, Factor Structure, Literature Reviews, Measurement Techniques, *Mental Illness

In this work, some of the most important instruments used to measure attitudes toward men-tal illness were analysed. A revision of different experimental investigations which studied atpublic, mental illness among general public, mental health professionals and patients and their relatives was made. Some of the strategies applied to change attitudes toward mental illness were also considered. (Author)

TM 005 142

Somers, Gerald G. Warlick Jennifer L. Somers, Gerald G. Wartick Jennifer L. An Evaluation of Manpower Programs for Young Men, 1964-1972 Based Upon the National Lon-gitudinal Surveys. Final Report. Wisconsin Univ., Madison.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-21-55-73-15

Pub Date Sep 75

Note-106p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Comparative Analysis, *Employment Programs, *Federal Programs, Followup Studies, Income, *Longitudinal Studies, Males, Manpower Development, Participant Characteristics, Probability, *Program Effectiveness, *Program Evaluation Identifiers—*Manpower Programs, Parnes Na-

tional Longitudinal Surveys

This report provides an analysis of young men in the Parnes National Longitudinal Surveys were enrolled in manpower programs from 1963 to 1972. It provides information on the Probability that members of the 5,225 sample would enter a manpower program, given personal and economic characteristics. The report evaluates the relationship of manpower program participa-tion to annual earnings from 1963 to 1972 (using Social Security Administration data); and draws comparisons for different types of programs and duration of participation among the enrollees. It also makes comparisons with those in the Parnes sample who did not enroll. (Author)

Goltermann, Glen Doelker, Richard E., Jr. The Effect of Traditional Versus Non-Traditional Grading Policy on Minority Social Work Stu-

Pub Date 75 Note-17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Academic Achievement, Affirmarive Action, *Comparative Analysis, *Educa-tional Policy, Grades (Scholastic), *Grading, *Higher Education, *Minority Groups, Models, Pass Fail Grading, Social Work, Socioeconomic Status, Student Evaluation

Identifiers-Grade Inflation, Performance Based Grading

The purpose of this article is to deal with the following issues as they relate to educational grading policy: (1) to examine the use and misuse of grades in education; (2) to explore the use of performance based grading versus traditional grading and compare institutions using traditional grading versus those using performance based or non-traditional grading; and (3) to present an argument that normative and traditional grading policy may be adversely affecting the Office of Academic Affairs of the Florida State Board of Regent's affirmative action policy. (Author/DEP)

ED 118 649 95 TM 005 145 Sanders, James R., Ed. Sachse, Thomas P., Ed.
Problems and Potentials of Applied Performance
Testing. Proceedings of the National Conference
on the Future of Applied Performance Testing.
Northwest Regional Educational Lab., Portland,
Organization

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Dec 75

Note-143p. Note-143p.
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
*Conference Re-Descriptors—Clearinghouses, *Conference Reports, Elementary Secondary Education, Evaluation, Guidelines, Instructional Materials, Military Training, *Performance Tests, Research Needs, *State of the Art Reviews, Student Evaluation, Teacher Education, Test-

ing Problems, Training Identifiers—Clearinghouse on Applied Performance Testing, Elementary Secondary Edu-cation Act Title V, ESEA Title V

The purpose of this conference was to share the information gathered by the Clearinghouse for Applied Performance Testing (CAPT) such as information on performance testing that could be used in public schools, and secondly, to discuss problems that must be solved, issues that should be addressed, and additional research and development needed in the area of Applied Performance Testing (APT). The presentations by the Clearinghouse dealt with the state of the art of APT, an overview of Clearinghouse activities, instructional materials developed on APT, and guidelines for the evaluation of APT materials and procedures. The invited address by Saul Livisky was presented next. This was followed by small group discussion reports on problems, is sues, and needed research development in APT. In the next section individual papers are presented discussing these problems, issues, etc. Appendices contain participants in this 1975 conference, handouts accompanying the invited ad-dress, and guidelines for the evaluation of APT materials and procedures. (RC)

ED 118 650 TM 005 146 Elementary School Evaluation (Title V, Part C, Public Law 89-10).
Rhinelander Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—35p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Academic Achievement, Educa-tional Finance, Educational Objectives, *Educational Opportunities, Elementary Education, *Elementary Schools, Mathematics, *Models, *Program Evaluation, Reading, School Dis-

ricts, Sciences, Self Concept, Student Testing Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Rhinelander Wiscon-sin School District, Wisconsin (Rhinelander) The purposes of the project were: (1) to determine if equality of educational opportunity exists for students in grades K-6 in the Rhinelander, Wisconsin, school district; and (2) to develop a model for elementary school program evaluation. Learner achievement of instructional objectives was accepted as the basic indicator of equality of educational opportunity. The district goals of self concept and basic skills—the latter restricted to math, science, and reading-were selected as the areas in which learner achievement would be examined. Data describing teachers' preparation, teacher instructional preferences, and amoun't of time spent on the subject was collected, and a matics, science, and reading (at specified grade levels) across Rhinelander Elementary Schools." The data essentially supports the position that equality of educational opportunity does exist in grades K-6 in Rhinelander schools. A model to assist in the evaluation of elementary school programs was developed and is appended. Additional values of the study included an increased aware-ness of objectives related to instructor goals and ness of objectives related to instructor goals and a reexamination of curricular and instructional objectives. In addition, the study developed an increased awareness of a need for continual cost analysis and an increased understanding of evaluation procedures. (RC) ED 118 651 TM 005 148 ISCED Handbook: United Kingdom (England and Wales).

United Nations Educational, Scientific, and Cul-tural Organization, Paris (France). Div. of Statistics on Education. Report No-CSR-E-12

Pub Date Dec 75

Note—62p.; For related document, see Ed 090 260-262 and 111 423; Appendix may not be legible because of type size EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Adult Education, *Classification, *Comparative Education, Definitions, *Educa-tion, *Educational Programs, Elementary Secondary Education, Guidelines, Special Education, Statistics, *Taxonomy Identifiers—England, *International Standard Classification of Education, Wales

The International Standard Classification of Education (ISCED) has been designed as an in-strument suitable for assembling, compiling, and presenting statistics of education both within individual countries and internationally. It is expected to facilitate international compilation and comparison of education statistics as such, and also their use in conjunction with manpower and other economic statistics. The classification, which is essentially a dictionary of educational programs is designed for assembling data on cureducational phenomena such as enrollment, teaching staff and finances as well as for statistics of the stock of educated people as obtained, for example, by a census of population. In this sense it is a multi-purpose system within which comparable data can be assembled on various features of educational systems and processes. The aims of this handbook are two fold. The first is to ensure a common interpretation of ISCED between and within countries. The second is to assist countries, states, provinces, etc., to relate their system of education to ISCED. The latter purpose is very important since in many countries there exist problems in deciding the level of education of certain courses. (Author/DEP)

TM 005 149

Lehnert, George R.

An Approach to the Evaluation of EPA Training Course Effectiveness with Recommenoations for Improvement of Future Courses and Asses

Note-176p.; Ph.D. Dissertation, Walden University; Several tables may reproduce poorly EDRS Price MF-\$0.83 HC-\$10.03 Plus Posts

Descriptors—Achievement Gains, Achievement Tests, *Course Evaluation, Data Analysis, *Educational Programs, Evaluation Methods, Manuals, *Measurement Techniques, Observa-tion, Participant Satisfaction, Professional Personnel, Program Effectiveness, Questionnaires, Test Construction, Training, *Water Pollution Control

Identifiers-Environmental Protection Agency **Training Course**

The United States Environmental Protection Agency (EPA) provided a program of training courses in the prevention, reduction, and control of water pollution for personnel of federal, state, and local governmental agencies, private indus-tries, and universities. A triangulation approach was pursued in the instrumentation concept. That is, three evaluation instruments were developed. These were: (1) a questionnaire to be sent to the students after they had returned to their homes following completion of the course; (2) a participant observer manual in which prestructured forms were designed for making observations relative to topic sequencing, teaching techniques, content, instructors' knowledge of the subject, instructors' transfer ability, visual aids, physical facilities, and morale; and (3) a subject matter test to be used for determining student growth in number of correct responses. Eleven course vari-ables were analyzed in light of questionnaire and participant observer data. Findings were presented for each of the variables. Another analysis related to growth in learning in terms of change in score in the pretest and post-test and the extent the students consider the learning to be valuable in helping them to do a better job and enhance their advancement. Recommendations were made. (RC)

ED 118 653 TM 005 150

Kidder, Steven Schuder, Ted Measurement and Productivity in School Reading Programs: Main Report and Technical Appen-

New York State Education Dept., Albany. Bureau of School and Cultural Research.

Note-362p.; Not available in hard copy due to Note—362p.; Not available in find to opy the to marginal reproducibility of original document Available from—University of the State of New York, State Education Department, Division of Research, Albany, New York 12234 EDRS Price MF-50.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Cloze Procedure, Cost Effectiveness, Criterion Referenced Tests, Elementary Secondary Education, *Measurement, Norm Referenced Tests, *Productivity, Reading *Reading Comprehension,
*Reading Tests, Resources,
School Districts, Standardized Tests, Surveys, Testing Problems, Test Validity
The first half of this report is concerned with

the measurement of student achievement in read-ing comprehension. Following the introduction there is a brief critique of standardized, normreferenced tests of student performance in reading. It is argued that school districts need tests that are sensitive to instructional treatments that are sensitive to instructional treatments rather than more global measures of reading ability. In the section, New Measures of Student Achievement, comprehension is defined and then a multiple-choice cloze testing system is presented. In the next section of the paper the measurement of program resources is discussed. The measurement of resources utilization in units of time is offered as the most accurate, useful assessment of program resources. Finally, the work on the measurement of student achievement and program resources and methodology in productivity analyses is summarized, and a statewide survey of productivity in reading programs is proposed. The Technical Appendix provides a detailed summary of procedures, results, and survey instruments. It is written for the research specialist interested in the Main Report's conclusions. It is designed to clarify procedures and results and to present studies which will help reduce disagreement over some of the research approaches employed. (RC)

ED 118 654

TM 005 152

Wharton, Keith Legitimizing Education for Individual Life Styles: School of Survival. Final Evaluation Report 1974-75.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation. Report No—C-74-20

Pub Date Aug 75

Note—55p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Achievement, At-Descriptors—Academic Achievement, Attendance, Educational Alternatives, *Educatendance, Educational Atternatives, "Educa-tional Programs, "High School Students, In-dividual Differences, Life Style, "Problem Chil-dren, "Program Evaluation, Public Schools, Secondary Education, Student Attitudes lentifiers—"Minneapolis North Community High School, Minnesota (Minneapolis)

Identifiers-

The purpose of the School of Survival (S.O.S.) is to provide an alternative educational program for 9th, 10th and 11th grade students from North Community High School whose life styles are not compatible with formal/traditional educational programs. There were six major goals for the project for 1974-75. These dealt with student participation in the educational activities of the pro-ject, students' attitudes toward school and teachers, reading, computation, work ex-periences, and improvement in the ability of the staff to prepare goals and objectives. A variety of activities including courses, field trips, and independent study projects were used to help the stu-dents reach the objectives. The staff were assisted by pre-service and in-service training sessions. The evaluation involved pre and posttesting in reading staff and employees, a review of the attendance records and credits earned by students, saff and employees, a review of the attendance records and credits earned by students, and a summary evaluation of each student by the project staff. The general conclusion is that the project as a whole continues to be successful. Objectives concerning attendance, credits earned, and student attitudes were not successfully accomplished in 1974-75, however, and it was impossible to determine the success of the mathematics program. (Author/RC)

TM 005 153 ED 118 655

Fernandes, Lucia Monteiro Scheeffer, Ruth Nobre

Super Career Development Inventory (Form I); Preliminary Research and Field Trial in Brazil. Pub Date 74

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Age Differences, Item Analysis, Norms, Secondary Education, Sex Differences, Test Reliability, *Tests, Test Validity, *Transla-tion, *Vocational Development, *Vocational Maturity

Identifiers-Brazil, *Super Career Development

Inventory (Form I)

Super's Career Development Inventory (CDI) was adapted to Brazilian culture and applies in a sample of 1048 students of Guanabara State's high schools. Since its purpose is to observe a maturation process, the CDI was administered to the two last grades of grade school and the first two grades of high school, where the students have from seven to ten years of schooling. A test of difference of means was carried out. The differences were statistically significant between the last grade of grade school and the first grade of high school in all scales of CDI. In a breakdown by sex, the results were not very different from the total grade results. These differences must be interpreted with caution because the scores were obtained not only from different grades but also across different school systems. Only the grade school is compulsory in Brazil, so a natural selec-tion can happen. These results did not allow the ach a firm conclusion about the use of CDI for Brazilian students. Some suggestions on the format of CDI's scale and on the experience provided by the schools was made. Norms provisionally established are included in the appendix. (Author)

TM 005 156

Clark, Sara McCormick, Thomas
The Title I, ESEA Program in Minneapolis: 1974-

75. An Evaluation. Minneapolis Public Schools, Minn. Dept. of

Research and Evaluation. Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Educa-tion for the Disadvantaged. Report No—C-74-40

Pub Date Nov 75

МΙ

Note-64p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Behavioral Objectives, *Compensa-Education Programs, *Disadvantaged Youth, Elementary Secondary Education,
Mathematics, *Needs Assessment, Parochial
Schools, *Program Evaluation, Public Schools,
Reading, *Student Evaluation
Identifiers—*Elementary Secondary Education
Act Title I, ESEA Title I, Minneapolis Public
Schools Minneach (Minneapolis Public
Schools Minneach (Minneapolis Public

Schools, Minnesota (Minneapolis)

This report was prepared as partial fulfillment of the evaluation requirements given in the state of Minnesota's Regulations and Guidelines for Title I ESEA. Objectives for the program were given in terms of gains measured by teacher judgement and achievement tests. Results in terms of test data, will be reported at a later time. Results, based solely on needs assessment data, showed that the program failed to meet those objectives which were based on teacher ratings. The percentage of Title I eligible students who had been rated poor or serious in reading and/or math in fall 1974 and were rated one level higher in spring 1975 were from 7 percent to 31 percent below the percentage stated in the objectives. Discussion of the teacher judgment discrepancies suggest that there was no empirical basis for the expected percentages of students given in the objectives who would be rated one level higher in the spring. Descriptions of projects that were active in 1974-75 are included along with a history of the development of the oveall Title I program in Minneapolis. Recommentations will not be made until the achievement test data analysis has been completed. (RC)

ED 118 657 UD 015 403

Dunn, Lynn P.
Black Americans: A Study Guide and Sourcebook. Pub Date 75

Available from-R:E Research Associates, 4843 Mission Street, San Francisco, California 94112

(\$6.00, paper)

Document Not Available from EDRS

Note-119p.

Descriptors—Black Community, Black Power, Conflict Resolution, Culture Conflict, Ethnic Groups, Ethnic Studies, *Identification Groups, Ethnic Studies, *Identification (Psychological), *Minority Groups, National-ism, *Negroes, Resource Materials, *Role Per-ception, Social Problems, *Study Guides

One in a series of four, this volume deals with the themes of identity, conflict, and integration nationalism with a focus on black Americans. Each volume in the series is considered to serve by itself as a text or guide for the student or teacher of a particular minority and is organized in the same manner allowing for comparisons or contrasts among the four minorities treated in the series. Within each given thematic section, the study outline provided is basically historical and chronological in development, with the proposed aim being to provide a many dimensional cross disciplinary study experience with a heavy emphasis on humanistic concerns. The notes and sources column provides references to sources which bear on and notes which deal with and expand on the parellel study outline. The present volume documents white racism and some of the problems and struggles black Americans have faced in the U.S. It also treats the personal contributions of individuals and the benefits accrued by American culture resulting from this groups influence. Intended to serve as a beginning reference text for students and teachers, this volume is not considered an exhaustive study nor does its bibliography purport to contain a complete list of the many publications relevent to black American studies. (Author/AM)

ED 118 658

UD 015 405

Dunn, Lynn P. Asian Americans: A Study Guide and Sourcebook. Pub Date 75 Note-120p.

Available from-R&E Research Associates, 4843 Mission Street, San Francisco, California 94112

(\$6.00, paper)

Document Not Available from EDRS

Descriptors-*Asian Americans, Chinese Americans, Conflict Resolution, *Culture Conflict, *Ethnic Groups, *Ethnic Studies, Filipino Americans, Japanese Americans, Korean Americans, Minority Groups, Nationalism, Resource Materials, Role Perception, Social Problems, "Study Guides

One in a series of four, this volume deals with the themes of identity, conflict, and integra-tion/nationalism with a focus on Chinese and Japanese immigrants and their descendants in mainland America. Hawaiian Americans are treated incidentally. Each volume in the series can serve in itself as a text or guide for the student or teacher of a particular minority and is organized in the same manner allowing for comparisons or contrasts among the four minorities treated in the series. Within each given thematic section, the study outline provided is basically historical and chronological in development, with the proposed aim being to provide a many dimensional, cross disciplinary study experience with a heavy emphasis on humanistic concerns. The notes and sources column provides references to sources which bear on and notes which deal with and expand on the parallel study outline. The present volume documents white racism and some of the problems and struggles Oriental Americans have faced in the U.S. It also treats the personal contributions of individuals and the benefits accrued by American culture resulting from this minority group's influence. Intended to serve as a beginning reference text for students and teachers, this volume is not considered an exhaustive study nor does it s bibliography purport to contain a complete list of the many publications relevant to Asian American studies.

ED 118 659

UD 015 571

Lincoln, Eugene A.
White Teachers, Black Schools, and the Inner

City: Some Impressions and Concerns.
Pittsburgh Univ., Pa. School of Education.
Spons Agency—Maurice Falk Medical Fund, Pittsburgh

sburgh, Pa. Pub Date 75 Note-98p.

Available from-University of Pittsburgh Book Center, 4000 Fifth Avenue, Pittsbu Pennsylvania 15260 (\$2.50, prepaid) EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Black Community, *Caucasians, Communication Problems, *Minority Group *Caucasians, Communication Problems, *Minority Group Feachers, Negro Education, Negro Institutions, *Negro Students, *Negro Teachers, Negro Youth, Public School Teachers, *Race Relations, School Environment, School Personnel, School Segregation, Teacher Background, Teacher Characteristics, Urban Education

This document presents interview data equired from white and black teachers and white and black parents. Among the questions dealt with are: why white teachers teach in black schools in the inner city; whether white teachers are willing to accept black leadership (i.e., the black principal); whether a majority white faculty should be assigned to a majority black school; whether racism is widespread among the majority white faculty; whether the white teacher is afraid to discipline the black student, even when the need to do so is obvious; and the extent to which white teachers can interpret the black subculture. Five papers are included, addressing issues such as the white teachers in the all-black school, some comments on the Lincoln project and problems encountered by white teachers in black schools. proneins encountered by white teachers in black schools and instruction, learning, and the problems encountered by white teachers in black schools. One paper by public school educators addresses the issue of white teachers in black schools. Firm conclusions concerning all white teachers in black schools in the inner city are held not to be possible from composite views. Impressions and concerns identified are: that white teachers and black students come from and live in different worlds; that there is a lack of communication between many white teachers and black teachers in black schools; and, that parents are more concerned with the quality of their children's education than the teacher's skin color. (Author/AM)

ED 118 660 95 UD 015 612

ED 118 660 95 UD 015 612
Cooley, William W. Leinhardt, Gaea
Design for the Individualized Instruction Study: A
Study of the Effectiveness of Individualized Instruction in the Teaching of Reading and
Mathematics in Compensatory Education Programs. Final Report.
Pittsburgh Univ., Pa. Learning Research and
Development Center.
Spons Agency—National Inst. of Education (De-

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date Oct 75

Note—271p.
EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage
Ashiguement. *Co

Descriptors—Academic Achievement, *Compensatory Education Programs, *Educational Assessment, Educational Research, Enrichment, Evaluation Criteria, *Evaluation richment, Evaluation Criteria, *Evaluation Methods, Federal Programs, Individual Instruction, *Individualized Instruction, Individualized tion, "Individual Reading, Mathematics Instruction, Multiple Reading, Coroup Children, Program Evaluation, Reading Achievement, Reading Instruction, Reading Programs, *Research Design, Research

This report presents a detailed rationale and a plan for a study of the effectiveness of materials and procedures for meeting the educational needs of individual children in compensatory education programs. An introductory section addresses an overview of the policy questions to which the results of the individualized instruction study will be relevant, an outline of the distinguishing features of the proposed approach, and a discussion of alternative designs that will serve to further clarify the design that is recommended. Other sections include foci on defining and assessing program and support variables, assessing out-comes, sampling and securing the cooperation of schools, collecting data, reducing and analyzing data, project organization, staffing, schedule and references. Appendices include in-class interviewing, analyzing curricula, behavioral analysis of curricula, videotaping, and test reviews. The out-come of primary interest in this study is stated to be achievement in reading and mathematics, other outcomes also having been considered for inclusion. The assessment section describes the outcome measure that is recommended for assessing student achievement and the rationale for its selection. In addition, measurement of program effects on noncognitive student outcomes and on the total classroom environment is discussed. (Author/AM)

ED 118 661

UD 015 615

Dollar, Bruce Learning and Growing through Tutoring. A Case Study of Youth Tutoring Youth. National Commission on Resources for Youth, Inc., New York, N.Y. Pub Date 74

Note—130p.

Available from—National Commission for Resources on Youth, 36 West 44th Street, New York, New York 10036 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Descriptors—Adolescents, Case Studies, Children, *Demonstration Programs, Educational Innovation, Individual Instruction, Individualinnovation, Individual instruction, Individual-ized Programs, *Peer Teaching, *Program Descriptions, Program Design, *Program Evaluation, Teaching Programs, Teaching Techniques, *Tutorial Programs, Tutors Identifiers—New York (Cobbleston), *Youth Tu-

toring Youth Program

A case study, in-depth description, and analysis of a youth tutoring youth program are presented in this document. The approach used in preparing the study-mainly utilizing participant observa-tion, site visits, and structured interviews--are detailed in a separate chapter. This is followed by a chapter of background information in which the community and its schools are described, along with the process by which tutors and tutees were selected and how the program was initiated. A subsequent chapter introduces the ongoing program from the point of view of a visitor. The role of the supervising teacher, the relationship with tutors, and relationship with tutees and their teachers are also examined. The lengthiest section of the report deals with the tutors and tutees themselves, focusing on them as they relate to each other in actual situations, through the use of field notes and extensive interviews. Remaining sections describe what happened to the program when its supervisor left and was replaced by a new teacher. The program described here is said to represent a good choice for a case study because it is so average. (Author/AM)

ED 118 662 Williams, Charles T.

UD 015 633

Criteria for Analyzing Ethnic Bias in Instructional Material. Michigan Education Association, East Lansing. Pub Date 75

Available from—Michigan Education Association, East Lansing, Michigan 48823 (\$0.75) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-*Bias, Content Analysis, Cultural Awareness, Cultural Differences, Cultural Plu-Awareness, Cultural Differences, Cultural Plu-ralism, *Discriminatory Attitudes (Social), *Ethnic Groups, *Evaluation Criteria, Evalua-tion Methods, Films, Filmstrips, *Instructional Materials, Measurement Techniques, Minority Groups, Social Discrimination, Textbook Evaluation

Identifiers-Third World

The evaluative criteria described in this docu-ment are as follows: (1) criterion for analyzing ethnic bias in textbook illustrations, films, and filmstrips; (2) criterion for content analysis of text books for ethnic bias relative to cultural pluralism; and, (3) criterion for content analysis of text books for ethnic bias relative to contributext books for ethnic olas relative to control-tions. Criterion one concentrates on whether or not Third World people are present in illustra-tions, films, and filmstrips and whether Third World people are portrayed as person with digni-ty, in leadership roles, and possessing the more distinctive physical traits of their respective ethnic groups. Criterion two evaluates instruc-tional material relative to how well it conveys that this society was and is culturally plural. The third criterion assesses the extent to which the instructional material reflects the contributions that

Third World people have made to this society. Directions for scoring the criteria are provided, along with a series of 17 definitions of terms used in the document. When employed effectively in evaluating instructional material, this instrument is said to generate data which will reflect the blatant presence of ethnic bias and dramatize the critical need for the school curriculum to reflect the dignity and value of all people in the society.
(Author/AM)

ED 118 663

UD 015 635

Williams, Charles T.
Educating Black Students Humanistically. Michigan Education Association, East Lansing. Pub Date 75

Available from—Michigan Education Association, East Lansing, Michigan 48823 (\$1.00) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-30.83 HC-\$1.67 Plus Postage Descriptors—Affective Objectives, Black Power, Change Strategies, Cognitive Objectives, *Edu-cational Accountability, *Educational Alterna-tives, Educational Change, Educational Responsibility, Ethnic Groups, Humanism, *Humanistic Education, Humanization, In-dividual Development, Minority Groups, *Negro Education, *Negro Students, Negro Teachers

Teachers Identifiers—Third World

The first part of this presentation lists four basic assumptions pertaining to educating black students humanistically and discusses each in relation to its impact on the public schools' capability to educate blacks effectively and meaning-These assumptions are: that black students can be educated by the public schools, that schools are capable of relating humanistically to black students, that universities and colleges are capable of equipping teachers, counselors and related staff with the necessary cognitive and affective skills to educate black students humanistically, and that those holding the power of the ous institutions of our society will allow anyone to humanize education for all students. This first part includes that schools as they are presently consituted can neither educate blacks effectively nor relate to them humanistically. The second part discusses some of the possible alter-natives that have been used or might be used to maximise the humanistic quality of the schools' program for black students, i.e., an all black student boycott, black control of black schools, and black educators organized for change. It is emphasized that blacks and Third World people, especially, rise above rhetoric and apathy and move deliberately to establish all conditions in the educational institutions that are respective of and responsive to all learners and trainers. (Author/AM)

ED 118 664

UD 015 642

Gray, La Ruth Haskney
Project REACH: Reaffirming Each Students'
Right to Pursue Academic Challenge and
Higher Educational Goals. Challenge and

Pub Date Jun 75

Note-265p.; Practicum submitted in partial ful-fillment of requirements for Ed.D. Degree, Nova University

Descriptors—Academic Achievement, *Academic Aspiration, Adolescents, Disadvantaged Youth, Educational Interest, Educational Opportuni-ties, *Ethnic Groups, Family Characteristics, Higher Education, Italian Americans, Junior High Schools, *Junior High School Students, *Learning Motivation, Minority Groups, Motivation Techniques, Negro Youth, *Parent Participation, Parent Student Relationship, Social Reinforcement, Student Motivation, Youth

Opportunities, Youth Programs Identifiers—*New York (New Rochelle)

Two influences that are held to produce a lack of academic motivation in mixed minority group children are identified. (1) Minority students frequently come from families that, for a variety of reasons, do not encourage academic excellence; (2) the New Rochelle school program does not compensate for this lack by offering replace-ment encouragement to uplift the students' self-concept and offset the debilitating effects of a motivation-less out-of-school environment. practicum is stated to have been designed to modify these influences. It addresses itself to the development and implementation of a three-year family involvement program that would enable

parents and students to make future choices based on more adequate information and deci-sion-making skills and provide a framework in such making skins and provide a transmooth in which parents would learn improved strategies for increased interaction between the child and parents related to educational choice, thereby promoting and broadening the aspirational level of black and Italian junior high school students toward future career choices. One of the significant outcomes of this project is stated to be that it was possible to enable students to achieve selfdiscovery while giving them a start towards selfdirection. This practicum is now a full program at a junior high school. (Author/AM)

ED 118 665

Ericksen, Charles A., Ed. And Others Minorities and Women in Government: Practice Versus Promise.

Rhode Island State Advisory Committee to the U.S. Commission on Civil Rights, Providence. Pub Date Jan 75

Note-153p.; Several pages may reproduce

poorly EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage Descriptors— *Affirmative Action, *City Govern-ment, Civil Rights, Employment Opportunities, *Employment Practices, Federal Government, Females, Government Employees, Government Role, Legal Responsibility, Local Government, Minority Groups, Public Policy, *State Govern-

Identifiers—*Rhode Island (Providence) In 1973, the Rhode Island Advisory Committee to the U.S. Commission on Civil Rights initiated a comprehensive project to review equal employment opportunity (EEO) in State and selected local government bodies in Rhode Island. In its project, the Advisory Committee examined em-ployment practices and affirmative action efforts to recruit, hire, and promote minorities and women in State government and in the cities of Providence, East Providence, and Newport. Approximately 40 State and local officals were interviewed by Advisory Committee members and Commission staff. Data from Federal reports and other publications were collected and analyzed. These investigations culminated in open, public meetings held November 14-16, 1973, in the State House in Providence. Sixty-two persons, including Federal, State, and local officials and representatives of unions, community, civic, minority, and women's groups testified. At the meetings, the entire employment systems of the four governments were examined. This report summarizes the Advisory Committee's general findings and recommendations. It includes a sum-mary of the Federal and State mandate for equal employment opportunity, a section on each government under review, and a summary of some alternative reforms for civil service systems. (Author/JM)

ED 118 666 And Others Morse, Patricia A.

UD 015 690

Route 128: Boston's Route 108: Boston's Route 128: Commission on Civil Rights, Boston; Massachusetts State Advisory Committee to U.S. Commission on Civil Rights, Boston.; Massachusetts State Commission Against Disachusetts crimination. Boston. Pub Date Jan 75

Note—121p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—City Government, Civil Rights, Employment Practices, Federal State Relationship, Government Role, *Housing Opportunities, Land Use, *Minority Groups, Negroes, *Re-sidential Patterns, State Government, *Suburbs,

Transportation, Urban Population Identifiers—* Massachusetts (Boston)

This report reviews housing, land use, employ-ment, and transportation practices in the Boston metropolitan area as they impinge upon the opportunities of minority group persons in the inner city. It focuses upon the newer suburbs, particu-larly those where housing and industrial parks larly those where housing and industrial parks have been developed since the construction of Route 128. The report details the extent of racial exclusion in Boston suburbs and examines the policies and practices of Federal, State and local government, and those of private employers, the housing industry, and private citizens. The first three chapters provide general background information on the suburbs, the black minority in the city of Boston, and suburban development in the Boston area. The remainder of the report consists primarily of data presented at hearings held in the city of Boston and in two groups of suburbs in 1970. Testimony at the hearings in Boston, Needham, and Marlborough, June 1-4, 1970, was provided by public officials of the local communities, organizations, private citizens, representa-tives of the State government, and professionals in fields related to metropolitan growth. The final sections of the report describe some of the rela-tionships between State and Federal agencies and suburban development, and offer recommendations for change. (Author/JM)

LID 015 691

Lee, Don Chang Korean Family Organization in the United States: Role and Value Conflicts in a Foreign Culture. Pub Date Nov 74

-14p.; Paper presented at the American Anthropological Association Annual Meeting (Mexico City, Mexico, November 19-24, 1974) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

*Culture Conflict, Family Characteristics,
*Family Problems, Family Relationship, Family Anthropology, Structure, *Korean Americans, Parent Child Relationship, *Role Conflict, Social Change, Stress Variables, Urban Population, Values Identifiers-Georgia (Atlanta)

The purpose of this study is to investigate how Korean families with traditional family back grounds adjust to a foreign culture and maintain the family structure in a cultural system where roles, values, and living conditions are quite dif-ferent from those in Korean setting. Two major relationships are analyzed: that between wife and husband, and that between parents and children. The data for this analysis were gathered through interviewing 40 Korean families living in the Atlanta area. A separate interview with wife and husband was carried out, and the families were chosen according to occupational categories. Findings indicate that shifting of the family structure from an independent type to a joint type system seems to create role conflicts between the Korean wife and Korean husband. In the joint type, wife and husband are involved together in socio-economic activities. Furthermore, living in two cultural worlds creates a state of anomie where wife and husband do not have clear-cut ex-pectations of each other. Communication problems in English, inability to drive by wives, differences in socio-ecological systems, degrees of acculturation by both wife and husband, stress caused by living in a foreign culture, and limited social interaction seemed to be sources of con-flict for Korean families in the U.S. (Author/JM)

Eisenberg, Jeanne G. And Others Single-Parent Families: Results of Profiling Techniques in a Sample of Welfare ADC Families. Final Report.
Office of Child Development (DHEW), Washing-

MI

Pub Date [75]
Note—63p.; Best copy available
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Behavior Patterns, Children,
*Family Characteristics, Fatherless Family, Individual Characteristics, Longitudinal Studies,
Measurement Techniques, *One Parent Family,
*Profile Evaluation, Research Methodology,
Statistical Analysis, Surveys, *Urban Youth,
Wolfern Pacinipate, Welfare Recipients

Welfare Recipients
Identifiers—New York (New York)
A longitudinal study of children and their families in Manhattan, New York City, this study comprises two samples: (1) a cross-sectional sample of 1034 families, and (2) a welfare (Aid to Dependent Children) sample of 1,000 families. The results of several profiling techniques which were conducted on the Welfare Sample are disucssed. While the family and child behaivor profiles have already been constructed on the Cross-sectional sample, most of the single-parent families in that sample (22 percent in total) fell into one family type. However, since the welfare into one family type. However, since the welfare sample families were predominantly single-parent in composition (74 percent), family profiling in this sample offered an opportunity to investigate types of low income single-parent families. Five welfare family types were derived. In arriving at whether family typology, a program (Hierarchical Cluster Analysis) was adopted, which finds the profile of Family X over the various dimensions in constructing the profile and the score profiles of each of the other families in the sample. So that types of families could be characterized as completely as possible, social (demographic), parental personality and marital attributes, and child-rearing practices were included as dimensions. Additionally, seven Welfare child personali-ty types were developed from a range of child behavior items. (Author/JM)

UD 015 694

Fagan, Ora Simcha Violent and Antisocial Behavior: A Longitudinal

Study of Urban Youth. Office of Child Development (DHEW), Washington, D.C.

Note—59p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Anti Social Behavior, Behavior Patterns, Children, Community Agencies (Public), Family Characteristics, Field Interviews, *Longitudinal Studies, Mothers, *Predictive Measurement, Records (Forms), Social Characteristics, Surveys, *Urban Youth, Violence entifiers—*New York (New York)

This study identifies the social, familial, and childhood characteristics which predict and explain the development of antisocial behavior. It also examines the extent to which violent antiso-cial behavior presents a distinct entity with its unique etiological processes. Several major studies which purportedly attempted to identify the causes and explain the development of antisocial behavior and/or its expression in criminal behavior were seen to be methodologically limited. This study is considered to overcome these difficulties in several ways. It is based on a random sample drawn from the community and representing a cross section of the population. In-formation was collected in a survey interview tormation was collected in a survey interview from all mothers. As indicated by a later search of records, with the exception of a small minority (two percent of the cases), this interview preceded the child's labeling as a 'delinquent'. This information includes both parental and child behavior. A follow-up interview provides a source of information on changes which took place and hence an opportunity to differentiate the outcome and correlates of antisocial behavior from its antecedents. Finally, antisocial and violent behavior were measured both on the basis of cumulative agency records and as reported by the mother at the time of the second interview. (Author/JM)

UD 015 695

Gersten, Joanne C. And Others An Evaluation of the Etiologic Role of Stressful Life Events in Psychological Disorders.

Office of Child Development (DHEW), Washington, D.C.

Pub Date [75]

Descriptors—Children, Demography, *Etiology, Family Characteristics, Field Interviews, *Longitudinal Studies, Mental Health, *Mental Ill-ness, Physical Health, Predictive Measurement, Research Methodology, *Stress Variables, Sur-

veys, *Urban Youth Identifiers—New York (New York)

Despite the growing accumulation of studies attesting to the association between life events and illness, either physical or mental, a number of critical methodological and conceptual issues are considered not to permit any clear answer to the basic questions regarding the importance of the role these events play in the etiology of such disorders. In an effort to address these issues, this study focuses on the overall level and types of disturbed behaviors shown by children who differ with respect to the life events which intervened between the original and follow-up interviews with their mothers in the course of a longitudinal study. Given this and the array of sociodemo-graphic and familial variables on which the chil-dren have also been assessed and which permit examination and control for various competing hypotheses, the etiologic role of life events for psychological disorders is deemed to be deter-minable. The life events studied are limited to those outside of the child's and adolescents' control and/or independent of his psychiatric condi-tion to prevent contamination between the two sets of variables. The stressfulness of life events are examined both in terms of change and un-desirability-desirability. Groups clearly differentiated as to type and number of events are studied to ascertain the risks attached to exposure to different event types. (Author/JM)

UD 015 697

Shared Accountability: A Pilot Program for Im-proving Education in the District of Columbia Public Schools through Community and Professional Involvement.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation. Pub Date Jun 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-90.83 BC-92.06 Plus Postage
Descriptors—*Community Involvement, *Educational Accountability, Educational Assessment,
Educational Development, Educational Improvement, Management by Objectives, *Pilot
Projects, *Professional Personnel, Program
Development, Program Effectiveness, *Public
School-Schools

Identifiers-District of Columbia

The goals of this project are to assist schools in developing community ranked educational goals, to assess needs (i.e., to determine how well community ranked educational goals are being met), and to determine who among a number of groups are responsible for carrying out the goals as viewed from the local schools level. The concept of shared accountability used is considered to imply a willingness of the parties involved to go imply a winingliess of the parties involved to go on record as to their respective impact on responsibility for the learning process and student success. The search for materials and techniques to be used in developing the model program, along with site selection and arrangements for implementation are reviewed. Implementation of the program is examined in terms of three parts corresponding to the goals. Each part describes the process of implementing the results and possible uses of data. Valuable experience and informauses of data. Valuable experience and informa-tion is held to have been gained from the process of implementation itself and also new insights into the uses of the process. It is shown that the process of implementation encourages participation within the school/community, and that it creates a momentum which can be channeled into followup activities such as a management plan to develop more efficient utilization of resources. Several tables and appendices accompany the report. (Author/AM)

ED 118 672

UD 015 698

Alvarez, Rodolfo, Ed. Latino Community Mental Health. Monograph No. 1.

California Univ., Los Angeles. Spanish Speaking Mental Health Research and Development Pro-

gram.
Spons Agency—National Inst. of Mental Health
(DHEW), Rockville, Md. Center for Minority
Group Mental Health Problems.
Pub Date Dec 74

Note-52p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors— "Community Health, "Community Influence, Community Programs, Curriculum, "Ethnic Groups, Job Training, Mental Health Clinics, "Mental Health Programs, Mental Ill-Clinics, "Mental recattle rrograms, Mental In-ness, Minority Groups, Nonprofessional Person-nel, Paraprofessional Personnel, Professional Training, Psychiatric Services, Social In-fluences, Spanish Americans, "Spanish Speak-ing, Staff Role, Staff Utilization

This document reports on the results of the Latino Task Force, chartered for the purpose of Latino Task Porce, chartered for the purpose of the Latino community, identifying potential causes and evaluating the relevance and effectiveness of existing mental health services, in order to formulate viable recommendations for community mentals health recommendations for community mentals health recommendations. tal health research and training. Topics focused are: the sources and nature of Latino problems, Latino social structure, the influence of cultural conflicts and oppression on mental health, Latino psychic structure, present-day mental health service delivery systems, professional personnel and indigenous resource personnel staffing procedures, inservice training, reorientation of mental health professions, alternative training methods, curriculum, research, and accreditation. The report concludes with a set of recommendations for training of personnel that would establish an effective mental health service program, staffed with empathetic professional, paraprofessional, and indigenous personnel trained to cope with Latino mental health

requirements in a nonstress producing environ-ment. (Author/AM)

ED 118 673 UD 015 699 Alvarez, Rodolfo, Ed.

Delivery of Services for Latino Community Mental

Health. Monograph No. 2. California Univ., Los Angeles. Spanish Speaking Mental Health Research and Development Pro-

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Problems. Pub Date Apr 75

Note-75p.; Paper presented at the Annual Meeting of the National Council of Community ing of the National Country of Community
Mental Health Centers and National Institute
for Community Mental Health (6th, Washington, D.C., February 23-26, 1975)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Community Services, Cubans,
*Delivery Systems, Diagnostic Tests, *Delivery Systems, Diagnostic Tests, Dominicans, Ethnic Groups, Health Needs, Health Services, Innovation, *Mental Health, Mental Health Clinics, *Mental Health Programs, Mexican Americans, Minority Groups, Personnel Selection, Psychiatric Services, Puer-to Ricans, *Spanish Speaking Three empirical research-based chapters com-

prise this monograph. Each chapter attempts to analyze the problem addressed in such a manner that readers themselves may be induced to innovate solutions. The thrust of the monograph is to engage its audience in a collective positive spirit of innovation for the benefit of institutions that wish to better serve their clientele. The first chapter is an overview of existing health care delivery systems available to the Spanish speakneglectory systems available to the spanish speak-ing/surnamed population. Suggestions for innova-tions are at the level of organizational modifica-tions for community mental health centers. The second chapter deals specifically with the instrumentation of personality assessment and the interpretation of its results. Suggestions for difterpretation of its results, suggestions to the ferent ways of interpreting results when dealing with the target populations are made. Some directions for the development of more relevant tests are also suggested. The third chapter is concerned with the development of professional personal and describes an empirical experiment on sonnel and describes an empirical experiment on the ethnic characteristics of the therapists and the impact that such ethnic cues might have on their patients. Suggestions are made as to how best to proceed in the therapeutic relationship between patient and therapist. (Author/AM)

ED 118 674 UD 015 700

Lutz, Frank W.
Political Anthropology and the Urban School Pub Date 74

Note-21p.; Paper presented at the Annual Meeting of the American Anthropological Association (Mexico City, Mexico, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Anthropology, *Board of Education Policy, *Board of Education Role, Boards of Folicy, "Board of Education Role, Soards of Education, Conflict Resolution, Decision Making, "Decision Making, "Decision Making, Skills, Educational Anthropology, Educational Policy, Local Government, "Policy Formation, Political Influences, Political Issues, Political Science, Political Science, Political Science, Political Science, Political Politics, Problem Solving, Public Policy, School Policy, Social Science Research, *Urban Schools

Social Science Research, *Urban Schools Identifiers—New York (New York)

Attention to the politics of education particularly as operated within urban school boards using the concept of elite-arena councils is drawn in this paper. A brief summary of the data and the political-anthropological concepts used to analyze the data, conclusions and recommendations based on those data, and their analysis are resented. The analysis is seen to recommend presented. The analysis is seen to recommend changing the political structure of education governance in New York City toward a more arena-type council. One structure for accomplishing this would be to submerge education totally the city government. Since total submergence of education into urban city government is held to be politically and culturally impractical, a second method is suggested that accomplishes the same goal by developing a structure that places education parallel with, and in some elements fused with other urban government structure. Based on data collected by three separate boards from 1967 to 1970, it is concluded that the structure of the New York City educational governance system is not only elite but incapable of producing policy in response to the mul-tifaceted demands of the pluralistic culture of the city. A design for restructuring the governance system is proposed. This paper is said to demonstrate that political anthropological concepts can be fruitfully employed in understanding this im-portant area of American politics. (Author/AM)

Nutrition and Health with an Evaluation on Nutri-tional Surveillance in the United States. Congress of the U.S., Washington, D. C. Senate

elect Committee on Nutrition and Human Needs

Pub Date Dec 75

Pub Date Dec 75

Note—247p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (\$2.45)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage
Descriptors—Eating Habits, Foods Instruction,
Government Role, *Health Conditions, *Health
Education, Health Needs, Health Occupations
Education, Health Programs, Health Services,
*National Programs, *Nutrition, Nutrition In-*National Programs, *Nutrition, Nutrition Instruction, Policy Formation, Program Evalua-tion, *Public Health, Public Policy, Special Health Problems

Focusing on America's self-knowledge about its nutritional health, this report deals with the availability of nutrition evaluation and counseling to individuals and the adequacy of the national nutrition monitoring system. Bureaucratic and political problems of applying nutritional health considerations to food policy are also examined. Nutrition education outside the medical setting, the status of nutrition research, and the nutri tional quality and safety of food are topics left to tholian quarry among the topics discussed in the introduction are the diseases of overabundance, undernutrition, nutrition overabundance, undernutrition, nutrition knowledge, food production and nutrition policy, and control of nutrition policy. Chapter 1 shows that the medical profession has been extremely slow to take nutrition seriously. Chapter 2 discusses the failure to establish an effective nutrition monitoring system in the United States and the consequences of this failure. Chapter 3 describes the random efforts of HEW to coordinate nutritional health policy. Recommenda-tions are made for areas covered in each chapter. (Author/AM)

ED 118 676 UD 015 702 Resegregation: A Second Generation School Desegregation Issue.

National Inst. of Education (DHEW), Washing-Desegregation Studies Div.
Pub Date 75 D.C. Educational Equity Group.

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Discipline Policy, Educationally Disadvantaged, Equal Education, *Grouping (Instructional Purposes), Integration Litigation, Integration Methods, *Minority Group Children, Racial Integration, Racial Segregation, Racial Integration, Racial Segregation, Research Needs, Research Problems, School Integration, *School Segregation, Suspension, *Test Interpretation, Test Results

Identifiers-National Institute of Education, NIE,

Suburban Migration

The emphases of this paper are identification of system mechanisms and processes employed to achieve and enhance racial resegregation in eduplacing an understanding of mechanisms and processes within the context of the national desegregation efforts, presentation of the rationale for the National Institute of Education including resegregation as a program effort within the Desegregation Studies Unit, review of current research findings and analyses in the areas of resegregation, and presentation of NIE priorities in this area. Some of the processes which facilitate resegregation are considered to be white flight, the disproportionate use of suspensions and expulsions against minority students, tracking, grouping on a racial basis, use of test scores, and the mechanism of pushing out minority students and educators from the school system. Key researchable questions in the areas of white flight, suspensions and expulsions, and testing, tracking, and ability grouping are noted. (Author/AM)

ED 118 677 UD 015 703 Greene Mark M. And Others
Special Emergency Education for the Disadvantaged. Final Evaluation Report.

Northwest Regional Educational Lab., Portland,

Spons Agency—California State Dept. of Educa-tion, Sacramento. Office of Program Evalua-

Pub Date 30 Jun 74

Note-102p.; Parts of this document may not be clearly legible on reproduction due to print quality of the original document; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors-*Compensatory Education Descriptors—"Compensatory Education Programs, Demonstration Programs, Educationally Disadvantaged, "Elementary Education, Elementary School Students, Elementary School Students, Elementary School Teachers, Inservice Teacher Education, "Mathematics Education, "Program Evaluation, Self Concept, State Programs, Student Motivation Identifiers—"California This evaluation of Project Security Elementary School Elementary Compensation of Project Security Education Programs

Identiners—"California
This evaluation of Project Special Elementary
Education for the Disadvantaged (SEED) sought
to assess the impact of SEED instruction upon
students enrolled in disadvantaged schools
(grades three to six) in four major study areas: mathematics achievement, interest in math and other school subjects, motivation, and self concept. In addition, the teacher inservice training provided by the SEED Specialists was evaluated. Each of the evaluation instruments used was ad-Each of the evaluation instruments used was deministered on a pre and post basis to students participating in the SEED program and to students in a control group. The present study revealed that the impact of Project SEED on achievement in mathematics was generally favorable for students who were in the program for a two-year period; however, the relative gain for students who had been in the program for only one year was less favorable. Measures of inonly one year was less tavorable. Measures of in-terest and motivation yielded only a few signifi-cant findings and these were not consistently in favor of the experimental treatment for any grade level or treatment group. Similarly, the findings for the measure of self image did not yield evidence of a substantial and consistent treatment effect. The inservice training for teachers was found to be quite extensive. In general, it did not prepare teachers for implementing SEED by themselves. (Author/JM)

UD 015 704 A Description and Evaluation of Chapter 3, State Compensatory Education Programs in Michigan, 1973-1974.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Pub Date Apr 75

Note—68p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Academic Achievement, *Com-Descriptors—Academic Achievement, *Com-pensatory Education Programs, Data Collec-tion, Educational Resources, *Elementary Education, *Kindergarten, Low Achievers, Norm Referenced Tests, *Program Evaluation, Resource Allocations, School District Spend-ing, State Programs, Statistical Analysis Identifiers—*Michigan

Chapter 3 of the State School Aid Act was enacted to improve achievement in the basic cognitive skills of low-achieving puPils in Michigan. The program provided funds and considerable program discretion for local school districts with high concentration of low achieving children in the grades K-6. These districts received funds for a three-year program; 1973-74 was the third year, a three-year program, 1973-74 was the timer year, to improve achievement in reading and mathematics for these pupils. This report contains information regarding district expenditures and pupil achievement during 1973-74, discusses pupil achievement over a two-year period, and contains data on the expected growth for pupils with norm referenced text. The resistance of the programment of the pupils of the p evaluated with norm-referenced tests. The re addresses the question of success in terms of the level of accomplishment attained in Chapter 3 programs. An analysis of test results indicated that the actual achievement for Chapter 3 pupils exceeded the expected achievement gains if the pupils had been in regular school programs. This analysis also indicated that the 1973-74 achievement was higher than in 1972-73. It is recom mended that local school districts further analyze the needs of the 8.016 students (7.1 percent of the 112,500 stucents) in Chapter 3 who showed no achievement during 1973-74, and modify the delivery system to provide better assistance for these pupils. (Author/JM)

UD 015 707

Teacher Resource Packet for Vietnamese Students. Washington Office of the State Superintendent of Public Instruction, Olympia. Pub Date Jul 75

Note-40p.; This document is available in microfiche only due to the print size of parts of

the original document EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Asian Americans, Bilingual Education, "Bilingual Students, English (Second Language), "Ethnic Groups, Guidelines. Immigrants, "Indochinese, Minority Group Children, Minority Groups, "Refugees, Resource Guides, Resource Materials, Secondary School Students, "Student Characteristics, Student Needs, Student Problems, Student Teacher Relationship. Teacher Guidance. Relationship, Teacher Guidance,

Teacher Responsibility Identifiers—*Vietnam

Identitiers—"Vietnam
This packet provides information for classroom teachers who will be working with Vietnamese students. Among the subject matter discussed in the history and general information section are the Republic of Vietnam, family loyalty, professional man, politeness and restraint, village life, fruits and vegetables, meat dishes, festivals, and collegion. Other sections include a summary of religion. Other sections include a summary of some cultural differences, a Vietnamese language guide, and Asian immigrant impressions. A section on bilingual education information discusses theory, definition, and the legal situation con-cerning bilingualism and English as a second lan-guage. Suggestions for interacting with non-En-glish dominant students in all grade levels in either a regular classroom setting or a secondary school setting are provided. Relevant resources, such as materials that can be used for basic instruction in English (as a second language) classes, reading resources, and community resources are enclosed. (Author/AM)

ED 118 680 UD 015 713

WOmen and Poverty: Staff Report.
Commission on Civil Rights, Washington, D.C. Pub Date Jun 74

Note—86p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Census Figures, Child Care, *Demography, *Economic Disadvantagement, *Demography, *Economic Disadvantagement, Employment Patterns, Employment Programs, Family Characteristics, Federal Government, *Females, *Government Role, Income, *National Surveys, Older Adults, Welfare, Working

This report begins with a demographic profile Among the topics discussed are marital status and h ousehold composition, female heads of household, general income analysis, the earnings gap within occupations and industries, participa-tion of women in the labor force and characteristics of women workers over the lifespan. The report then focuses on Public Assistance: Aid to Families with Dependent Children (AFDC). This section includes an overview of AFDC and Work Incentive Program (WIN). Also discussed are selected welfare problem areas and status of welfare reform legislation. The report continues with an examination of Women and Work: The Impact on Poor Women of Federal Manpower Programs. Federal Child Care Legislation: History, Status, and Prospects is the next focus of this report. The report ends with a discussion of Income Main-tenance: The Elderly Poor. Topics examined here tenance: The Ederly Foor. Topics examined neterinclude social security, private pension plans, pension rights of spouses, and legislative reform of the private pension system. The report includes seven tables and three appendices. The first appendix includes 33 tables. Appendix 2 tabulates Aid to Families with Dependent Chil. tabulates Aid to Families with Dependent Childen: Recipients of Money Payments and Amounts of Payments, by State, December 1973. Appendix 3 is a Chronology of Selected Federal Labor Legislation. (JM)

UD 015 714

Blacks in the Arkansas Delta. Arkansas State Advisory Committee to the U.S. Commission on Civil Rights, Little Rock. Pub Date Mar 74

Note-59p.

МΙ

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Civil Rights, *Economic Disadvantagement, Federal Programs, Government Fanglogees, Health Needs, Law Enforcement, Local Government, Negro Employment, Negroes, *Politics, Program Administration, Social Problems, State Government, Welfare Problems Identifiers—*Arkansas (Delta Region)

In November 1971, the Arkansas State Adviso-Committee to the United States Commission on Civil Rights conducted a two-day open meeting in West Memphis, Arkansas, to examine the ing in West Memphis, Arkansas, to examine the problems of black people living in the Delta region of Arkansas. More than 40 people were invited to express their views concerning the problems of black people living in the Arkansas Delta. Issues related to the political participation of blacks in local and State government were discussed, and the administration of justice as it relates to black citizens in the Delta was exrelates to black citizens in the Delta was examined. Also discussed was the manifold economic and social welfare problems of blacks living in the region. The present document is a report of the principal findings of the open meetings and subsequent investigations. The contents of the report include an introductory sec-tion, findings and recommendations, appended communications and Arkansas statutes, and three chapters, entitled respectively: The Economic and Social Welfare Conditions of Blacks in Eastern Arkansas, Political ParticiPation of Blacks in the Arkansas Delta, and The Administration of Justice in the Arkansas Delta. (Author/JM)

UD 015 715

Miller, Jeffrey M., Ed. The Federal Civil Rights Enforcement Effort -- A

Commission on Civil Rights, Washington, D.C. Pub Date Jan 73 Note-130p.; Footnotes may not be legible due

to small type EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Administrative Agencies, Bias, *Civil Rights, Economic Opportunities, Educa-tional Opportunities, Employment Opportuni-ties, *Federal Government, *Federal Programs, Housing Opportunities, *Law Enforcement, Minority Groups, *Program Evaluation Identifiers—Civil Rights Act 1964

In October 1970, the commission published its first of three across-the-board evaluations of the Federal Government's effort to end discrimination against American minorities. In February 1972 the commission chairman and the director of the Office of Management and Budget (OMB) agreed that the commission would provide OMB with a summary of Federal civil rights activites, with a summary of Federal civil rights activites, highlighting progress and citing deficiencies in enforcement programs. The commission's staff director in September 1972 provided the OMB director with a report covering the activities of more than 25 Federal agencies and departments with significant civil rights responsibilities. The commission herewith publishes the document sent to OMB. Minor editing has been performed, but no substantive changes have been made in the report as delivered to OMB. This report was prepared in the same manner as other commission studies of the Federal enforcement effort. Detailed questionnaires were mailed to the agencies in July, interviews were held with Washington-based civil rights and program officials in July ton-based civil rights and program officials in July and August, and documents and data supplied by the agencies were analyzed. The report covers the activities of the agencies from October 1971 to July 1972. Sex discrimination is not covered in this report, it is stated, as the commission's jurisdiction did not include sex discrimination at the time of the report. (Author/JM)

ED 118 683 Schofield, Janet Ward UD 015 716

Racial Identity and Intergroup Attitudes of Black Children in Segregated and Desegregated Pub Date 5 Aug 75

Available from—Janet Schofield, Psychology De-partment, University of Pittsburgh, Pittsburgh, Pennsylvania 15260 (Reprints gratis)

Pennsylvania 15200 (Reprints graus)
EDRS Price MF-50.63 HC-\$2.66 Plus Postage
Descriptors—Childhood Attitudes, *Identification
(Psychological), Individual Characteristics,
Minority Group Children, Morale, Negro Attitudes, Primary Education, *Primary Grades,
*Racial Attitudes, Racial Integration, Role Per-

ception, *School Integration, Self Concept, *Self Concept Tests, Self Esteem, Self Evaluation, Student Attitudes

This study investigates two hypotheses: (1) that black children experience more conflict over their racial identity than white children, and (2) that black children are less likely to identify with occupational role models than are white children are investigated in this study. Drawings of a person by 167 black and 156 white primary school son by 167 black and 156 white primary school children are analyzed for indicators of (1) acceptance of racial identity (drawing a person who is clearly one's own race); (2) conflict over racial identity (failing to color in the face of figure drawn); and (3) identification with an occupational role model (drawing a figure whose occupation is apparent). As predicted, the figures drawn by blacks looked more like blacks than described in the said to be suggestive of a new acceptance of racial identity on the part of black children. Black children also wed greater conflict over their racial identity and less frequent identification with occupational role models than whites. Twenty-eight of the black children participated in a second phase of the study, which is considered to confirm the validity and reliability of the draw-a-person test as a measure of acceptance of racial identity, and which investigates intergroup attitudes. The effect of school desegregation on black children is explored in both phases of the research. It is concluded that desegregation may be more easily ac-complished in the very early school years than in later years when race has assumed more im-portance. (Author/AM)

ED 118 684 UD 015 721 Gamel, Nona N. And Others

State ESEA Title I Reports: Review and Analysis of Past Reports, and Development of a Model Reporting System and Format. RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budget-ing, and Evaluation. Report No-RMC-UR-294 Pub Date Oct 75

Contract-OEC-0-74-9182

Note—246p.
EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors-Compensatory Education, Data Colescriptors—Compensatory Educational Petalucational Assessment, Educational Research, Educational Research, Figure 1997 Criteria, *Evaluation Methods, Disadvantagement, Educational Research, Evaluation Criteria, *Evaluation Methods, Evaluation Dissemination, Measurement Techniques, Models, *National Programs, Performance Criteria, *Research Methodology, Research Tools, Statistical Data
Identifiers—*Elementary
Act Title I, ESEA Title I Secondary Education

The main objective of this study was the development of an evaluation and reporting system that would provide information considered to be meaningful to those involved at the local, district, state, and federal levels. Subobjectives are to determine the amount and type of evaluation information needed at each level to assess the ability and willingness of education agencies to report the information desired by higher levels, and to devise evaluation techniques and procedures which could be implemented in Title I settings. The evaluation and reporting system was presented to appropriate personnel in nine State Departments of Education and to an advisory panel representing additional local and state agencies. Attitudes toward the system are re-ported as very favorable and are interpreted as indicators of success in achieving the study's objectives. A followup project has been initiated that will involve, among other things, further refinement of the system developed. Ways of extending its flexibility have been identified, and work is in progress to enhance both the utility and acceptability of the system. Presently, the prognosis is seen to appear excellent in that the system will be widely adopted in the next few years resulting in vastly improved Title I evalua-tion and reporting practices. Tables providing raw data and appendices containing the instruments and scales used are included. (Author/AM)

ED 118 685 UD 015 722 Alternatives for Reorganizing Large Urban School Districts. Volume I: Report of Findings. Little (Arthur D.), Inc., Cambridge, Mass. Spons Agency-California State Legislature, Sacramento. Joint Committee on Reorganization of Large Urban Unified School Districts. Pub Date 2 Jun 70

Note-127p.; For Volume 2 of this report, see UD 015 723

EDRS Price MF-\$0.83 HC-\$7.35 Plus Posta Descriptors—Decentralization, Educational Accountability, Educational Administration, Educational Economics, Evaluation cational Economics, Evaluation Methods, *Governance, *Public Policy, School Community Relationship, School District Autonomy, School Districts, School Integration, *School Redistricting, *State Government, Urban

Identifiers—*California (Los Angeles)

On behalf of the California Legislature's Joint Committee on Reorganization of Large Urban Unified School Districts, Arthur D. Little, Inc. has been working since November 1969 to produce information which the joint committee can use in proposing responsible, research based legislation in accordance with its charter. In the first volume of this report are three major sec-tions: (1) introduction--a brief discussion of the purpose of the study and of the way it was carried out; (2) summary—an overall summary of the results of the study including major conclusions and recommendations; (3) presentation and discussion of research findings—the results of increasing the study of the tegrating all of the field work, research tasks, and cussions in a comprehensive documented report. It deals with criteria for district reorganiza-tion, the need for district reorganization, and the description and evaluation of various alternative forms of reorganization in large urban unified school districts. (Author/JM)

UD 015 723 ED 118 686 Alternatives for Reorganizing Large Urban Unified School Districts. Volume 2: Appendixes. Little (Arthur D.), Inc., Cambridge, Mass.

bons Agency—California State Legislature, Sacramento. Joint Committee on Reorganiza-tion of Large Urban Unified School Districts. Pub Date 2 Jun 70

Note—224p.; For Volume 1 of this report, see UD 015 722 EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors-Decentralization, Educational countability, Educational Administration, Educational Economics, Evaluation Methods, Governance, *Public Policy, School Community Relationship, School District Autonomy, School Districts, School Integration, *School Redistricting, *State Government, Urban Schools

Identifiers—*California (Los Angeles)

This second volume of the report to California State Legislature's Joint Committee on Reorganization of Large Urban Unified School Dis-tricts includes the results of the several discreet research tasks carried out in the course of study. It comprises the data base from which most of the conclusions and recommendations are derived. (For complete abstract, see UD 015 722). (Author/JM)

ED 118 687 UD 015 725 Urban School Feeding Survey--Fiscal Year 1971. Food and Nutrition Service (DOA), Washington, DC

Pub Date 14 Sep 72

Note-40p.; Available only in microfiche due to the print size in the original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
Descriptors—*Breakfast Programs, Elementary School Students, Food Service, *Lunch Programs, Minority Group Children, Municipali-ties, Nutrition, School Funds, *School Services, *School Surveys, Secondary School Students, *Urban Areas, *Urban Schools

lentifiers—National School Lunch Program, School Breakfast Program, Special Milk Program

The status of school food service in 150 cities with populations of 100,000 and over for fiscal year 1971 is covered in this report. It consists of six sections: general information on all schools in the national school lunch program, schools with other and no food service, schools in low income areas, schools in the school breakfast program, and schools in the special milk program. Num-bers of school and of children are shown by elementary and secondary grades and by a combina-tion of both. Schools with only the special milk program have not been included in the category of schools having a food service. According to data collected, 2,146 schools in these large cities do not participate in the National School Lunch Program, 491 being located in low income areas. Of these, 386 are elementary and 105 are secondary. The report is considered to be of value to cities for comparing performance and exchanging ideas for building student participation in the program. (Author/AM)

ED 118 688 UD 015 726 Urban School Feeding Survey--Fiscal Year 1972. (Report Based on March 1972 Data). Food and Nutrition Service (DOA), Washington,

Pub Date 73

Note-49p.; Available only in microfiche due to the print size in the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—*Breakfast Programs, Elementary
School Students, Food Service, *Lunch Programs, Minority Group Children, Municipalities, Nutrition, School Funds, *School Services,
*School Surveys, Urban Areas, *Urban Schools

School Lunch Programs

School Lunch Programs

Identifiers—National School Lunch Program, School Breakfast Program, Special Milk Pro-

gram
This report covers the status of school food
This report covers the status of school food
This report covers the status of school food services in 152 cities with populations of 100,000 and over for fiscal year 1972. It consists of six sections: general information on all schools, schools in the national school lunch program, schools with other and no food service, schools in low income areas, schools in the school breakfast program, and schools in the special milk program. Numbers of schools and of children are shown by elementary and secondary grades and by a combination of both. Private schools are not included in this survey nor in comparison data for the previous year. In comparison with 1971, the number of schools included in the survey shows a gain of 2.1 percent while the number of schools in low income areas over the same period shows 0.4 percent. The number of schools in the National School Lunch Program shows a 6.5 percent increase, and the total number of sch with lunch programs shows an increase of 5.5 percent. Another reported positive change is reflected in the 20 percent decrease in the number of schools with no food service. The total number of schools in the breakfast program in creased by 22.8 percent with the special milk program experiencing the smallest percentage increase of any of the programs. Of the 5,139 schools identified as low income only 5.4 percent schools identified as low income only 3-4 percent do not have food service. Availability of the Na-tional School Lunch program for elementary schools was 88.6 percent 92.6 percent for secon-dary schools, and 95.5 percent for children in low income areas. (Author/AM)

ED 118 689 UD 015 727 Urban School Feeding Survey-Fiscal Year 1973. (Report Based on March 1973 Data).

Food and Nutrition Service (DOA), Washington,

Pub Date 10 Jun 74

Note—50p.; Available only in microfiche due to print size of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

School Students, Food Service, *Lunch Programs, Minority Group Children, Municipalities, Nutrition, Private Schools, School Funds, *School Services, *School Surveys, Secondary School Students, *Libes Schools School Sc School Students, Urban Areas, *Urban Schools Identifiers—National School Lunch Program,

School Breakfast Program, Special Milk Pro-

gram
This report covers the status of sc-ool food services in 152 cities with populations of 100,000 and over for fiscal year 1973. It consists of six sections: general information on all schools, schools in the national school lunch program, schools with other and no food service, schools in low income areas, schools in the school breakfast program, and schools in the special milk pro-gram. Numbers of schools and of children are shown by elementary and secondary grades and by a combination of both. A 44.5 percent gain in the number of schools included in this survey is accounted for by the inclusion of many private schools which were not reported during the previous years. Since the report does not specifically separate public schools from private schools for the two years, comparisons between 1972 and 1973 are not made. Although the large increase in the number of schools not offering a food service program to their students may be attributed to the inclusion in the tabulation for 1973 of many private schools which do not have food service, the total number of children with access to a lunch program increased from 1972 to 1973. Over 77 percent elementary school children, 86.7 percent secondary, and 88.5 percent children in low income area schools have access to the National Schools Lunch Program. Higher participa-tion rate in low income area schools is accounted for by the fact that most of the lunches are served free or at a reduced price. (Author/AM)

ED 118 690 UD 015 728 Urban School Feeding Survey--Fiscal Year 1974. (Report Based on March 1973 Data). Food and Nutrition Service (DOA), Washington,

Pub Date 21 Mar 75

Note-51p.; Available only in microfiche due to

print size of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors—*Breakfast Programs, Elementary School Students, Food Service, *Lunch Pro-grams, Minority Group Children, Municipali-ties, Nutrition, School Funds, *School Services, *School Surveys, Secondary School Sudents, Urban Areas, *Urban School Identifiers—National School Lunch Program, School Breakfast Program, Special Milk Pro-gram

gram

The status of school food services in 152 cities with populations of 100,000 and over for fiscal year 1974 is reported here. It consists of six sections: general information on all schools, scho in the national school lunch program, schools with other and no food service, schools in low income areas, schools in the school breakfast program, and schools in the special milk program. Numbers of schools and of children are shown by elementary and secondary grades and by a com-bination of both. The total number of children with access to a lunch program increased slightly from 1973 to 1974. Lunch programs are available 86.5 percent of all the school children. National School Lunch Program is offered by 87.5 percent of the schools in low income areas as compared with 64.8 percent of the schools in other areas. In addition to being more likely to have this program in their schools, the children in low income areas participate in the lunch program at a higher rate than the other children. Higher participation rate in low income areas is accounted for by the fact that most of the lunches are served free or at a reduced price. (Author/AM)

ED 118 691 UD 015 729 Urban Public School Feeding Survey-Fiscal Year 1975. (Report Based on March 1975 Data). Food and Nutrition Service (DOA), Washington,

Pub Date 31 Jul 75 Note—30p.; Available in microfiche only due to print size of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Available from EDRS.

Descriptors—Breakfast Programs, Elementary
School Students, Food Service, *Lunch Programs, Minority Group Children, Municipalities, Nutrition, School Funds, *School Services, "School Surveys, Secondary School Students, Urban Areas, *Urban Schools Identifiers—National School Lunch Program, School Breakfast Program, Sepcial Milk Pro-

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ED 118 692

UD 015 730

Abrahamson, John T.

Racial Attitudes and the Pedagogy of Human Relations in an Urban Setting. Pub Date Nov 75

Note—26p.; Paper presented at the National Conference on Urban Education (1st, Kansas City, Missouri, November 24-26, 1975) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-*Changing Attitudes, Cultural Factors, Group Relations, Humanistic Education, *Human Relations, Human Relations Programs, Interpersonal Relationship, *Racial Attitudes, Racial Characteristics, Secondary Education, Self Concept, Social Attitudes, Suburban Schools, *Urban Education, *Urban Environ-ment, Urban Schools, Urban Slums, Urban

Identifiers-Kentucky (Louisville)

Evaluation research of the human relations component of a larger project that attempts to bridge the black-white cultural gap in the Louisville school system is the basis of this paper. The overall purpose of this major component is to enhance positive attitudes toward intercultural. to ennance posture attitudes toward intercuturar, racial, and ethnic relations and understandings through curriculum content and by humanistic teaching methods and not necessarily by direct teaching about attitudes and understandings themselves. The project includes the experimental treatment of an elective social science course in urban sociology at two high schools--a 100 per-cent black inner city school, and a 99 percent white upper middle class suburban school Control groups for the quasi-experimental design are regular social science courses at the two schools. Instruments administered include a personality inventory, a self-concept scale, and a racial and ethnic attitude questionnaire. It is concluded that a general approach, while potentially effective in changing attitudes will do so in unpredictable ways, and that even positive changes in attitudes and understandings must be differentiated from liking or accepting perceived race characteristics. It is suggested that attitudes be looked at one at a time, examined situationally, and then followed-up on an item-by-item basis. (Author/AM)

ED 118 693 Winning Public Support of a Desegregated School System. Title III ESEA Progress Report, School District 151 (South Holland, Illinois).

South Holland School District 151, Ill. Pub Date Dec 75

MI

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Aspiration, Advisory Committees, Child Advocacy, Cultural Dif-ferences, *Educational Objectives, *Federal Programs, Guidelines, Inservice Teacher Education, Integration Studies, Parental Aspiration,
*Program Evaluation, *Public Support, Race
Relations, Racial Integration, Reports, School
Community Programs, *School Integration, Self Concept

entifiers—Elementary Secondary Education Act Title III, ESEA Title III, Illinois (South Hol-

Thirteen objectives of the program and analyses of each in terms of procedure, evaluation, the status of procedure, and status of the evaluation are listed in this report. The objectives are: the establishment of a community relations program to promote two-way communication between school board, administration, teachers, and parents; the maintenance, expansion, and promotion of the operation of the citizens' advisory council; the extension of the adult-parent and student information program; the development of approaches, techniques, and programs designed to facilitate the realization of high parent and student educational aspirations; providing human relations opportunities and ac-tivities leading to improved racial understanding making parents active child advocates; opportuni-ties for staff and administration inservice training; staffs' utilization of special design teaching aids; staff and administration involvement in professional enrichment activities; provisions for a wide variety of opportunities and media designed to build positive self-concepts and promote better ethnic and racial understanding of diverse cultural backgrounds; compilation and use of stu-dent learning profiles; the initiation of a widespread program of dissemination within the district; dissemination within the local educational agency. (Author/AM)

ED 118 694

UD 015 734

Glick, Paul C., Ed. Population Profile of the United States: 1974. Current Population Reports, Series P-20, No.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Mar 75

Note-37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Birth Rate, *Census Figures, Employment Patterns, Employment Trends, Ethnic Groups, *Income, Minority Groups, National Demography, *National Norms, Negroes, *Population Distribution, Population Growth, Population Trends, *Social Characteristics, Social Differences, Social Factors, Spanish Speaking, Statistical Analysis, Statistical Data Statistics on population growth, social characteristics, Social Characteristics

Statistics on population growth, social charac-teristics, population distribution, employment and teristics, population distribution, employment and income, and ethnic groups are presented in this report. Among the highlights of the report are the following findings: the population grew by three-fourths of one percent during 1974, a slightly higher rate than 1973 but substantially lower than the 1970 rate; half of todays' wives under 25 expect to have a two-child family, whereas one-fourth of the wives in the upper thirties expect to have two children and one-fourth expect to have three; women with no high school training have one or two more children than college graduates; an increasing proportion of households are found to be maintained by a young unmarried adult; school enrollment has increased substantially at all levels except elementary school; close to half of the employed Americans are working in clerical, craft, or operative jobs; the highest rates of unemployment in 1974 were those for workers in the entertainment and recreation services and construction industries; the ratio of black to white family income has been declining as the proportion of families with two or more earners especially those with the wife in the paid labor force has decreased for blacks but increased for whites and, that as compared with whites in 1974, blacks and persons of Spanish origin had less education, were less likely to have voted, had a higher rate of unemployment, and had a larger proportion of employed persons who were blue-collar workers. (Author/AM)

ED 118 695

UD 015 736

Walter, John P. And Others
Deprived Urban Youth: An Economic and Cross-Cultural Analysis of the United States, Colomhia and Peru.

Note—147p., Praeger Special Studies in U.S. Economic, Social, and Political Issues Series Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$14.00,

Document Not Available from EDRS

Descriptors—American Indians, Comparative Analysis, *Cross Cultural Studies, Cultural Differences, Disadvantaged Youth, Dropouts, *Educational Economics, Enrollment Trends, Health Needs, Human Capital, Labor Economics, *Labor Force Nonparticipants, Health Needs, Human Capital, Labor Economics, *Labor Force Nonparticipants, Labor Supply, Mexican Americans, *Minority Groups, Negroes, Socioeconomic Background, Socioeconomic Status, *Urban Youth, Youth Employment, Youth Opportunities, Youth Problems, Youth Programs

Identifiers-Nevada, Paiutes, Peru (Trujillo), Texas (Dallas)

This book analyzes in detail the various economic and socioeconomic factors that affect deprived urban youth in five cultures. Various possible hypotheses and variables that influence outh to enroll in school, participate in the labor force, or remain inactive are measured. Among the selected variables that are examined are: en rollment aspects; labor force participation; inactive status; sources of entrepreneurship of deprived youth; nutritional determinants of deprived youth; determinants of deprived youth's utilization of medical facilities; and, cultural differences of deprived urban youth. An overview chapter examines in a non-statistical manner the conclusions reached, and weights their im-portance and implications for urban deprived youth. A final chapter on policies and programs studied past economic programs designed to aid the youth in his urban environment. Both the strong points and shortcomings of past programs are exposed in a discussion of alternative programs and policy recommendations to move the deprived urban youth into the mainstream. A discussion of the social cost implications of overlooking this vast reserve of future supply of human capital is also included. A major finding is that the social and psychological attitudes that mold a youth's view towards life play a larger role than economic factors in his decision to work or not. (Author/AM)

ED 118 696

UD 015 737

Jesser, David L.
Education in the Big Cities: Problems and
Prospects. Report No. 63.
Education Commission of the States, Denver,

Colo.

Spons Agency—Improving State Leadership in Education, Denver, Colo.
Report No—ECS-R-63

Pub Date Jun 75

Pub Date Jun 75 Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—Change Agents, *Change Strategies, Consortia, *Cooperative Planning, Educationally Disadvantaged, *Educational Problems, Interagency Cooperation, *Metropolitan Areas, Minority Group Children, Municipalities, School Community Cooperation, School Integration, *Urban Education, Urban Schools, Urban Teaching. Urban Teaching Identifiers—Suburban Migration, Urban Migra-

Some of the current thinking on planning and effecting improvements in education in the big cities is together under four major chapters in this publication. A section on major developments, problems, and needs addresses such issues as accelerated rate of change, crisis confrontations ano brush fire techniques, and unanticipated con-sequences of change. Four issues (educational leadership in the mainstream of society, dilemmas in big city education, recent developments and insights, and next steps) are included under a section on problems and challenges of big city education. Sub-issues such as migration of the disadvantaged, quality of education amid the process of ethnic desegregation of schools, accountability, and effective governance are also treated here. A section on preparing to meet the challenges and focuses on cooperative arrangements between groups, organizations, and agencies, planning and change, bringing schools closer to planning and change, orniging schools closer to the people, and recognizing and removing con-straints. The final section addresses emerging roles and relationships and discusses state education agencies, consortia of local administrators, institutions of higher learning, and intra-governmental efforts. It is concluded that cooperation throughout the entire governance system will continue to develop and improve the quality of the education programs. (Author/AM)

ED 118 697 UD 015 738 Erie Urban Network School Project. ESEA Title m:

Erie City School District, Pa. Pub Date 75

Note-59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Education, Elementary Grades, Elementary Education, Elementary Grades, Elementary School Students, Federal Programs, *Humanistic Education, *Individualized Programs, Inservice Education, Inservice Teacher Education and Education Educati tion, *Minority Group Children, Parent Par-ticipation, *Program Descriptions, Program Evaluation, Self Concept, *Slum Schools, Stu-

dent Attitudes, Urban Schools
Identifiers—Elementary Secondary Education Act
Title III, ESEA Title III, Pennsylvania (Eric),

Project Eric Urban Network School Information about the Eric Urban Network School Project as it has been functioning for the past two years is provided in this report.

Designed (1) to meet the needs of the inner city child by aiding the professional staff through in-service, and (2) to understand the child, the community, the educational techniques best suited for him, this project employs a humanistic approach in an effort to foster a positive self image, and a positive attitude toward learning and responsible behavior. Various program objectives are cited such as those designed to acquaint teachers with current and relevant educational studies and techniques, to develop in teachers the ability to prescribe a learning approach that is individual-ized, and to assist teacher competency in encouraging creativity. Several sections cover such topics as inservice sessions, parental involvement, mini-courses, bucket brigade, scheduling, college programs, discipline programs, interstate conferences, and the testing program. A list of participating project schools is also included. After evaluation of the project at two of the schools, project schools in the schools, project schools in the project at two of the schools. project expansion to other public inner-city schools is recommended. Effective communication among the teachers, parents, and students in-volved in this Project is considered to (1) foster an improved attitude and (2) display social improvement of the students in their interaction with their teachers and peers. (Author/AM)

ED 118 698 UD 015 739

Walther, Regis H. Magnusson, Margaret L.
A Study of the Effectiveness of the Graham Associates' Demonstration Project on Education Programming in Manpower Training Projects. Final Report.

George Washington Univ., Washington, D.C.

Manpower Research Projects. Administration

oons Agency—Manpower (DOL), Washington, D.C. Spons

Pub Date May 75

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Academic Achievement,
*Achievement Gains, Achievement Rating,
Delinquents, *Diagnostic Teaching, Educational Alternatives, Educational Diagnosis,
Educationally Disadvantaged, Grade 9, High
School Students, Low Achievers, Mathematics
Instruction, Motivation, *Programed Instruction, Program Effectiveness, Reading Achieve-ment, Teaching Procedures, *Underachievers Identifiers—California, Job Corps Programmed

Learning System, Neighborhood Youth Corps, NEP, New Educational Programs, NYC This research study reports on the effectiveness

with which the New Educational Program (NEP), a modification and refinement of the Job Corps Programmed Learning System, can provide effec-tive learning experiences for underachieving adolescents and adults in various settings, including two juvenile detention facilities, a ninth grade class of underachievers, an MDTA skills center, and two out-of-school Neighborhood Youth Corps Programs (NYC). Program achievement is measured by achievement tests, quality of participation, and other outcomes indicative of achievement. The results vary depending upon the site, but some significant measure of success is achieved in all sites. One the average, students gain 9 grades in reading and 7 grades in math during their first three months. The best results are reported from one of the NYC programs in are reported from one of the NYC programs in which the gain is 1.9 grades in reading and 2.12 in math after nine months' participation. About 45 percent of the students in the NYC program either use NEP credits to gain a high school diploma, or have passed the GED while enrolled in this program. This project is found to be an effective educational component in a variety of programs concerned with academic underachievers. The curriculum changes made based on experience in the unmodified NEP ver-sion are found to increase the NEP's effectiveness. (AUthor/AM)

ED 118 699 UD 015 740 Progress Report on Implementation of Desegrega-Tennessee Higher Education Commission, Nash-

Pub Date 12 May 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—"College Integration, Faculty Integration, "Higher Education, Integration Methods, "Integration Plans, Negro Students, Personnel Integration, Race Relations, "Racial Composition, "Racial Integration, Trend Analysis

Identifiers-*Tennessee (Nashville), Tennessee

State University, University of Tennessee Describing the major developments since January 1974 within the larger 1969-1974 context, this document focuses particular attention to changes in enrollment and faculty composition between the Fall of 1973 and of 1974. Between 1973 and 1974, enrollment of black students in-1973 and 1974, enrollment of black students in-creased from 10.7 percent to 11.9 percent of total enrollment in Tennessee's public colleges and universities. There is progress toward better racial distribution of students as indicated by the increase in white enrollment at the State Univer-sity, and increases in black students' total student body at other institutions. Although the total number of black faculty increased from 345 to 360, their proportion remains the same because 360, their proportion remains the same because of the relatively larger increase in white faculty. There is progress toward desegregation of faculties, but it is apparent that progress toward desegregation of administrative staffs has been desegregation of administrative starts has been less than in the areas of student enrollment and faculty composition. Substantial progress is seen in the Nashville segment of public higher educa-tion, as indicated by the increase in white enroll-ment at Tennessee State University, continued substantial enrollment of blacks at University of Tennessee at Nashville, continued improvement in faculty mix, substantial improvement in the composition of the administrative staff, and the loyment of a black administrator. Appended tables include racial composition of personne faculties, and student enrollment. (Author/AM)

ED 118 700

Young, Hugh E., Sr.
Comparative Case Study of Two New Jersey
Public Predominantly Black Two-Year Colleges. Pub Date Jan 76

Pub Date Jan 70 Note—210p. Available from—University Microfilms, North Zeeb Road, Ann Arbor, Michigan 48823 (Microfilm, \$5.00; Xerography, \$11.00) Document Not Available from EDRS Descriptors—*Community Colleges, Comparative Analysis, Delivery Systems, Doctoral Theses, Educationally Disadvantaged. Junior Colleges, Analysis, Delivery Systems, Doctoral Theses, Educationally Disadvantaged, *Junior Colleges, Junior College Students, *Negro Colleges, Negro Education, Negro Students, *Organiza-tional Change, Organizational Climate, Or-ganizational Development, *Resource Alloca-tions, School Holding Power, Student Placement

ment identifiers—Essex County College, New Jersey, Passaic County Community College Organizational change within two public predominantly black populated, two-year community colleges in New Jersey is examined in this comparative case study, in light of their initiation of the control of the comparative case study, in light of their in-dividual institutional allocation of public resources to meet the educational and social needs of educationally and economically disad-vantaged black urban students. The colleges' allovantaged track urban students. In conteges and cation of resources are determined by identifying supportive services, personnel hiring practices, and curricular revisions which reflect the needs of the colleges' black student majority. Student retention rate and placement success are also studied flash institutions in information contents. died. Each institution is viewed separately and comparisons are made. Findings and analyses based on a historical research method indicate that the two institutions have adapted differently in their adjustment from predominantly white is stitutions to predominantly black institutions, and that organizationally only one college is responsive to change in the areas outlined in the study. Two major conclusions are that internal and environmental dynamics definitely determine the extent to which institutions respond to change, and that institutions that fail to change organizationally to adjust to black student needs also tend to fail to provide necessary educational services to their communities at large. (Author/AM)

ED 118 701 95 Mayeske, George W. Beaton, Albert E., Jr.
Special Studies of Our Nation's Students.
Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—196p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 017-080-01380-1;

EDRS Price MF-\$0.83 HC-\$10.03 Plus Pos Descriptors-*Academic Achievement, Achieve-ment Gains, American Indians, Asian Americans, Caucasians, Cultural Factors, Ethnic Groups, Methods, Metropolitan Areas, Mexican Americans, "Motivation, "National Norms, Negroes, Puerto Ricans, Regional Schools, Sex Differences, Social Attitudes, "Social Influences, *Student Attitudes, Suburban Schools, Success Factors, Urban Schools

The present study is the fourth and last in a series that specifically deals with the nations' schools, student achievement, and students' actitudes toward life. This volume employs new titudes toward life. This volume employs new methods and categories of analysis to re-examine certain earlier findings such as the lack of any ap-preciable relationship between achievement level and having a family from which neither parent is absent and the greater independent role of family background fractors in a students' achievement. The role of two previously neglected variables --that of sex and school attendance in either a metropolitan or non-metropolitan area - in achievement and motivation is also explored. Earlier reported findings are seen to be substantially confirmed, extended, and made more specific in this report. The study shows that in-fluences on student achievement fluences on student achievement tend to resolve themselves into attitudinal and motivational factors and social class factors, with the latter as-suming the most importanne. Neither ethnicity, sex, nor regional differences account greatly for the source of variance in student achievement Ethnically related variations in achievement and Etimically related variations in achievement and motivation are not considered to arise from anything inherent in the ethnic groups themselves and the crucial factor suggested is each group's experiences as a group, including the school attended. The most important achievement of these studies is deemed to lie in the documentation and constitution of the entrealement of influences. quantification of the entanglement of influences in a child's education. (Author/AM)

ED 118 702 UD 015 743

Taylor, Debra Ostrow, May B.

Puppetry in Compensatory Education.
Seminole County Board of Public Instruction, Sanford, Fla.

Pub Date 73

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Art Activities, "Compensatory Education Programs, Creative Art, Creative
Development, "Creative Expression, Economically Disadvantaged, Educationally Disadvantaged, Education, Language
Programs, "Minority Group Children, "Puppetry, Self Concept, Self Expression, "Theater
Arts
Identifiers, Education, Theater

entifiers—Elementary Secondary Education Act Title I, ESEA Title I, Florida (Seminole Coun-

ty)
The purpose of this manual is to serve as an instrument for those interested in using puppetry with economically and/or deprived youngsters the purpose of improving self expression, self-image, and communication. That his form of image, and communication. That his form of creative exPression improves coordination, memorization skills, listening skills, and crativity are suggested. Various types of academic learning that can occur with the use of puppetry are listed, such as the encouragement of research where the child needs additional information about a character or story, the concretization of experiences, and expansion of concepts. Plays used in puppetry may be based on experience, literature, the child's imagination, and other areas of interest. They can be peer or teacher created, and found in books of plays or on puppetry. Music can also be incorporated into a puppetry. Music can also be incorporated into a puppetry program. Among the major skills attributed to working with puppets is increased opportunities for social amenities, with improvements in poise, self-esteem, and leadership. Other skills that are developed include improved sevines shills are developed include improved sewing ability, and improved ability in stage construction, carpentry, painting, and measuring. A history of puppetry, factors providing motivation for the use of puppets, and the construction of various puppets, the stage, and the stand are described in the manual.

UD 015 744

Balasubramonian, K. And Others
Do Bilingual Education Programs Inhibit English
Language Achievement? A Report on an Illinois
Experiment.
Pub Date May 73
Note: 300 Pp.

Note—30p.; Paper presented at the Seventh An-nual Convention - Teachers of English to Speakers of Other Languages (San Juan, Puer-to Rico, May 9-13, 1973)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Achievement Gains, *Achievement Rating, *Bilingual Education, Bilingual Schools, Bilingual Students, Comparative Analysis, Early Childhood Education, English (Second Language), Minority Group Children, Primary Education, Program Effectiveness, *Program Evaluation, *Second Language Learning,

Evaluation, *Second Language Learning, *Spanish Speaking Identifiers—*Chicago (Illinois)

The English language achievement of 213 Spanish speaking students in grades K-3, who receive English as a Second Language (ESL) installing in the context of a bilingual program is struction in the context of a bilingual program, is compared to that of 104 similar students who receive ESL instruction within the traditional school program, in order to probe whether enroll-ment in a bilingual program retards the learning of English as a second language. ESL achievement, as measured by listening and reading com-prehension tests, is compared through ANOVA and partial correlation analysis with a quasi-ex-perimental evaluation design. Anlaysis of data indicates that students learning English in a bilingual program learn just as much English as stu-dents learning it through ESL classes within a traditional curriculum. Because the amount of measured English achievement in kindergarten and first grade is found disappointing compared to the substantial achievement measured in second and third grades, two questions are raised - that of the effectiveness of language instruction in K-1 and that of the appropriateness of the techniques used to measure achievement on these levels. Although the study needs replication with other age groups and other languages, the impli-cation derived from the study is that half-day bilingual programs do not inhibit English lan-guage achievement in primary-aged children. (Author/AM)

UD 015 746 Guidelines for Assisting Districts in Planning and Implementing Early Childhood and Basic Skills Development Programs, 1975. Florida State Dept. of Education, Tallahassee.

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Guides. *Basic

Note—3-9p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus russings.

Descriptors—*Administrator Guides, *Basic Skills, Coordination, Demonstration Programs, *Early Childhood Education, Educational Flow Charts, Guidelines, Flow Charts, Guidelines, *Educational Charts, Specifications, Flow Charts, Guidelines, Preschool Education, Program Administration, Program Descriptions, Program Development, Program Guides, *Program Planning, Regional

ning, Skill Development iers—Early Childhood

Identifiers—Early Childhood Basic Ski Development Program, Florida (Tallahassee) A summary of requirements and provisions of early childhood and basic skills programs and a framework for and the requisites of thorough and systematic planning which can be held accountable for what the student learns are provided in this document. A plan that clearly establishes this occument. A plan that clearly establishes criteria for what needs to be done and why, the actual planning model, involvement in planning, and a flow chart of major planning activities are discussed. A list of twelve key planning tasks for the programs are noted. This includes the re-examination of the overall framework of the exist-ing provisions for planning in each school and in the district. Another section specifies portions of the law and offers suggestions for assisting districts and schools to implement the intent of the new legislation for developing and improving pro-grams for children or for adults. Areas that are covered here are advisory groups, instructional programs, personnel, educational policy, in-dividualized diagnostic instruction, staff development and inservice training, the use of parents in the classroom and in home visitation, and parent education. Extensive coordination and cooperaeducation. Extensive coordination and coopera-tion being considered to be required for the for-mation and implementation of the program, this document purportedly provides a form of practi-cal assistance and direction in accomplishing Florida's educational goals. (Author/AM)

Reading: Activities that Work. Virginia State Dept. of Education, Richmond. Div. of Elementary Education.

JMI

Pub Date 75 Note—97p.; For Mathematics Program in Series, see UD 015 748; For Supplemental Skill Development Program Handbook, see UD 015

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Diagnostic Teaching, Elementary Education, Grade 5, Grade 6, *Individualized Education, Grade 5, Grade 6, *Individualized Instruction, *Learning Activities, Parent Participation, Reading Ability, Reading Comprehension, *Reading Development, Reading Materials, Reading Programs, Reading Skills, Remedial Reading, Skill Development, Study Skills, *Underachievers, Vocabulary Identifiers—*Supplemental Skill Development Program Vicinity & Bichmond)

Program, Virginia (Richmond)

Trigram, Virginia (Kichmond)
This demonstration project provides intensive instruction in reading and mathematics to selected fifth graders in the 1974-75 year and for selected fifth and sixth graders in 1975-76, in order to raise the reading and mathematics performance of undergolivers to a level commence. formance of underachievers to a level commensurate with measured ability. Aimed at the inter-mediate teacher in Virginia who is participating in the reading element of the program, this document contains reading activities that are the product of a combination of ideas from many product of a combination of ideas from school divisions, many classrooms, and teachers who have identified and shared teaching and which they consider to be learning experiences which they consider most promising in teaching reading. After briefly addressing program strategies, diagnostic teaching, teaching tips, and learning activities, six major sections focus on word analysis, vocabulaliteral comprehension, interpretative comprehension, critical comprehension, and study skills. The objective that a given activity will acskills. The objective that a given activity win ac-complish is stated for each category included in the sections. Some school divisions have developed both pre-and post-tests to accompany the entire set of thirty reading objectives. Although specific items matching specific objectives are delineated in the appendices, individual pre-and post-tests are considered to be needed for each objective to be used to test each pupil's existing level of development. (Author/AM)

UD 015 748

Mathematics: Activities That Work. Virginia State Dept. of Education, Richmond. Div. of Elementary Education. Pub Date 75

Note-67p.; For Reading Program in Series, see UD 015 747; For Supplemental Skill Develop-ment Program Handbook, see UD 015 749

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors—*Diagnostic Teaching, Elementary Education, Failure Factors, Grade 5, Grade 6, *Individualized Instruction, *Learning Activi-*Individualized instruction, *Learning Activities, *Mathematical Concepts, Mathematical Enrichment, Mathematics Education, Mathematics Instruction, Mathematics Materials, Parent Participation, *Underachievers

Identifiers—Supplemental Skill Development Program, Virginia (Richmond)
This demonstration project provides intensive instruction in reading and mathematics to selected fifth graders in the 1974-75 year and for selected fifth and sixth graders in 1975-76 in order to raise the reading and mathematics to selected fifth and sixth graders in 1975-76 in order to raise the reading and mathematics. order to raise the reading and mathematics per-formance of underachievers to a level commensurate with measured ability. The sharing of learning activities in mathematics, which teachers have found effective for underachievers, is the main purpose of this resource. The document supports the theory that a sound curriculum in mathematics for elementary schools is characterized by both mathematical content and an approach to teaching consistent with the best available knowledge of learning in children. Its main focus is on activities used in teaching children about operations on whole and fractional numbers. The operations on whole and tractional numbers. The learning activities included give instructional suggestions for each of the 35 minimal objectives specified for the program. The importance of the teacher's recognition of four types of errors is emphasized for eventual diagnosis and remediation of failure. Brief guidelines for both diagnosis and remediation are revoyabled. Also offered are and remediation are provided. Also offered are some suggested methods of motivating lowachieving pupils; namely, extrinsic and intrinsic The importance of record keeping in individualized instruction is also stressed and forms included here facilitate the individual monitoring of pupil progress. (Author/AM)

ED 118 707 Supplemental Skill Development Program Hand-book.

Virginia State Dept. of Education, Richmond. Div. of Elementary Education.

Note-42p.; For Reading and Mathematics Program Guides, see UD 015 747 and 015 748 respectively

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Administrator Guides, Demonstra-tion Programs, Elementary Education, Grade 5, Grade 6. Guidelines. Individualized Instruction. Mathematical Enrichment, Parent Participation, Program Administration, Program Descriptions, Program Guides, *Reading Programs, School Districts, *Skill Development, *Underachievers

entifiers—Supplemental Skill Development Program, Virginia (Richmond)
Produced for use by school administrators, supervisors, and teachers involved in the supplemental skill development program, this handbook provides assistance to school divisions who wish to implement it at the local level. The program is characterized by intensive individualized instruction in reading and mathematics to underachieve ing fifth and sixth graders. Minimal objectives, thirty for reading and thirty-five for mathematics, give direction to pupil learning. An integral part of the regular instructional program, this project also calls for parental involvement. A section describing the administration and supervision of the program at the state level addresses the role of the state department of education, action program strategies, criteria for selection of pupils in the program, and program objectives and funding. A similar section focusing on the implementation of the program at the school division level addresses the role of the local school division, the selection of pupils for program participation, the design and execution of the local program plan, the administration of a specified testing program, the expenditure of allocated funds, the instructional program, and record keeping. A section on the evaluation component notes that since the program has the dual purpose of accomplishing the objectives, and demonstrating the pilot effort aspect of the project, evaluation includes provisions for assessment of both program practices and pupil progress. Appendixes include objectives, sample class record sheets, and a plan form. (Author/AM)

ED 118 708 UD 015 750

Clark, Woodrow W., Jr.

Learning: Intellectual Imperialism from Barrio to

Pub Date Nov 74

ote—21p.; Paper presented at the American Anthropological Society Annual Meeting (Mexico City, Mexico, November 1974); Appendix A will reproduce poorly EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Characteristics, escriptors—Community Characteristics, Economically Disadvantaged, *English (Second Language), Ethnology, Field Studies, Ghettos, Imperialism, *Political Issues, *School Role, *Second Language Learning, Social Influences, Teacher Education, Urban Culture, Urban Population

Population Identifiers—*Colombia (Bogota)

The research for this paper was concentrated in a poor barrio in Bogota, Columbia. The Paper discussed learning in a poor urban community using the ethnographic example of a small com-munity to illustrate the larger socio-political im-pact of the implication of the United States' pol-icy and position for Colombia. The account is tcy and position for Colombia. The account is considered to be highly personalized and based upon a particiPant-observation approach, supple-mented with survey data. A later section of the paper discussed language learning at a major Colombian educational institution. The contrast Colombian educational institution. The contrast between language learning at the major institution and that in the poor community is the substance of the paper. Six approaches to the anthropological study of education are discussed and followed in combination in the paper: (1) education as an instrument for socialization or enculturation; (2) education as the culturally different aspects of a society in terms of its lan-guage, conceptual style, behavior, and learning processes; (3) education as a ritual of series of "rites de passage", (4) education as the dif-ferential patterns marking the degree and depth of participation by people in the educational process; (5) education as out of school instruction provided by institutions of all kinds; and, (6) education viewed from a diversity of management perspectives. (Author/JM)

UD 015 751 Handbook for a Parent-School-Community Involvement Program.
Southwest Educational Development Lab.,

Spons Agency—Texas Education Agency, Austin. Migrant and Preschool Programs. Pub Date Jan 74 Note—128P.; Based on a handbook developed by

Southwest Educational Development Laboratory under contract with Texas Education Agen-

Available from—Texas Education Agency, Austin, Texas (\$2.00) EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors— "Community Involvement, Community Leaders, Counselor Role, "Migrant Child Education, "Parent Participation, Principals, "Program Development, "Program Guides, School Nurses, School Social Workers, Teacher

Role, Team Training
Identifiers—Elementary Secondary Education Act
Title I, ESEA Title I, *Texas

This handbook, the production of which was funded under the 1965 Elementary Secondary Education Act Title I, offers techniques and suggestions for developing a well organized parental involvement program with emphasis on the migrant Mexican American parent. The team approach, which includes the principal, teacher, parent, visiting, community aide, and others, is focused upon. Some activities discussed are parent teacher conferences, parental, workshops, advisory committees, home visits, and parent eduadvisory committees, nome visits, and parent edu-cation activities. A parental involvement program is viewed as a partnership arrangement among parents, school, and community. The program's main goals and objectives are: (1) to develop rap-port among migrant parents, school personnel, and community by increasing interpersonal con-tacts; (2) to increase interest and knowledge tacts; (2) to increase interest and knowledge among migrant parents about the education of the children; (3) to involve all school personnel in the development of an effective parent-school-community involvement program; (4) to enhance the migrant parents' and school personnel's knowledge of local, State, and Federal Agencies, and other organizations that may improve the socio-economic status of the migrant; and, (5) to promote and involve migrant parents in all types of educational opportunities available. (Author/JM)

ED 118 710 UD 015 752 An Appraisal of the Special Summer Food Service Program for Children. Food and Nutrition Service. Department of Agriculture. Report to Con-

Comptroller General of the U.S., Washington,

DC Pub Date 14 Feb 75

Note-51p.; Best copy available EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors-Administrative Problems, Breakfast Programs, Children, Economically Disadvantaged, *Federal Programs, *Food Service, *Health Programs, Lunch Programs Administration, *Program Evaluation, State Agencies, *Summer Programs, Urban Arage. Areas

Areas Identifiers—Special Summer Food Service Program for Children

The Special Summer Food Service Program for Children is one of several programs for the feeding of children administered by the Food and Nutrition Service (FNS). The program is designed to feed during summer vacation, children from areas having poor economic conditions. dren from areas having poor economic conditions or high concentrations of working mothers. It is authorized through fiscal year 1975. It provides Federal assistance through State educational agencies or Service regional offices for financing agencies of Service regions offices of inflancing non profit food services operated by approved service institutions (called sponsors) at approved feeding sites. GAO's review of the program included visits to six large cities, one each in California, Illinois, Michigan, New Jersey, New York, and Pennsylvain Among the reports' York and Pennsylvania. Among the reports' findings and conslusions are the following: the program's effectiveness is difficult to assess because the Service and State agencies have not identified the total number of children who were eligible nor their location; the summer program apparently has achieved rather limited coverage, apparently has achieved rather limited coverage, especially in areas other than the largest cities; and, problems which limited participation include vagueness in the law and regulations as to the extent of coverage desired, lack of strong support for an essentially voluntary program, and Federal and State funding limitations, resulting in a large proportion of allocated funds not spent. proportion of (Author/JM)

ED 118 711 UD 015 753 Activity File of Learning Center and Cla-Multi-Cultural Activities.

Riverside Unified School District, Calif. Note—68p.; Not available in hard copy due to marginal reproducibility of original EDRS Price MF-80.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—Anglo Americans, Art Activities, Asian Americans, Creative Activities, Cultural Exchange, Cultural Education, Cultural Exchange, Cultural Interrelationships, Educational Games, *Elementary Education, Elementary Grades, Elementary Education, Elementary School Students, Ethnic Groups, Group Activities, *Instructional Materials, Instructional Media Mexican Americans, Minority Groups. ties, *Instructional Materials, Instructional Media, Mexican Americans, Minority Groups, *Multimedia Instruction, Music Activities, Negroes, Recreational Activities, *Teacher Developed Materials (Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

The cards in this file are representative samples of the types of activities developed by teachers involved in a Title I funded learning center of multi-cultural classroom activities for elementary school students. The five cultures that are stuoied sensor students. The five cultures that are student are those of blacks, Asian Americans, native Americans, Mexican Americans, and Anglos. A multi-media approach is used in the classroom, and the activities described on these cards are part of a program which includes films, filmstrips, tapes, field trips, etc. Activities are divided into five areas: reading and language arts, cooking, arts, and crofts. arts and crafts, math, and music and dance. Listed under these five areas are thirty-eight activities, some of which include puzzles, types of poetry, how to make groundnut soup, early American recipes, food for the pioneers, African American recipes, tood for the profilest, African beads, Indian pottery, Japanese carp kits, Oriental block prints, counting triangles, the limbo dance, the Mexican national folk dance, the China poblana costume, and others. (Author/AM)

UD 015 754

Final Evaluation Report of the Title I, ESEA Pilot
Cooperative Project [West Helena, Arkansas].
Educators Consulting Services, Inc., Conway,
Ark.; Helena-West Helena School District, Ark.
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Federal Programs.

Pub Date Oct 75

Pub Date Oct / S
Note—99p
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Administrator Role, Basic Skills,
"Criterion Referenced Tests, Educational Accountability, "Elementary Education, Elementary School Supervisors, Elementary School
Teachers, "Individualized Instruction, Program
Evaluation, "Reading Programs, School Administration, Student Needs
Identifiers—"Arkansas, Elementary Secondary
Education Act Title I, ESEA Title I
The project discussed here was an outgrowth of

The project discussed here was an outgrowth of a Title I, Elementary Seconoary Education Act cooperative project involving nine Arkansas school districts. Initiated during 1971-72 school year, the cooperative's first two years focused on developing and field testing procedures for con-ducting district wide assessment of needs, program planning, and program evaluation. During the 1973-74 school year, these procedures were applied. That year's results served as a basis for further development and refinement during 1974further development and refinement during 1974-75. The purpose of this report is to describe the project activities implemented during 1974-75 and to present the evaluation results. The project utilized the Continuous Assessment Reading Design (CARD), a criterion-referenced assess-ment instructional program. The assessment com-ponent is designed to measure the specific skill. needs of pupils, who have demonstrated an ability to perform at instructional levels kindergarten to perform at instructional levels kindergarten through six in the reading materials or basal series currently in use in their school district. The tests provide teachers with immediate and specific information about the pupils' reading skill strengths and weaknesses. Since each test item is keyed to a performance objective, the items missed by a pupil yield a profile of skill needs in the form of performance objectives. (Author/JM)

Plan and Annual Report Requirements for Com-pliance With the Additional Apportionment Provisions of Chapter 241 of the Laws of 1974.

New York State Education Dept., Albany. Office of Research, Planning, and Evaluation. Pub Date Jun 74

Note-40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Administrator Guides, *Annual
Reports, Elementary Education, Equalization
Aid, Handicapped Students, Legal Responsibility, School Administration, *School Districts,
Secondary Education, Special Education,
State Aid, State Departments of Education,
Student Needs, Vocational Education
Identifiers—*New York
Chapter 241 of the Laws of 1974 provides for
aid to elementary and secondary education for

Chapter 241 of the Laws of 1974 provides for 1974 provides for 1974-75. This legislation contains departures from previous aid legislation. New criteria are introduced for calculating the "total aidable pupil units" which a district can claim. The new criteria are considered to the control of the control criteria are considerec to reflect an effort to pro-vide additional funds to school districts more vide additional funds to school districts more equitably on the basis of specific pupil educational needs. Districts which receive aid for pupils with special education needs, with handicapping conditions, with severely handicapping conditions or in occupational education programs are required to prepare plans and submit annual reports to the State Education Department. The materials included in this document have been materials included in this document have been developed to assist district officials to understand developed to assist district officials to understand and to carry out these new responsibilities, as follows: (1) general background information on Chapter 241; (2) specific planning, evaluation, and reporting instructions; (3) definitions which will enable district officials to identify pupils with special education needs and pupils with handicapping conditions, and definitions which will be applicable to occupational education: and, (4) the names and phone numbers of State Education the names and phone numbers of State Education Department officials to call for answers to questions about any facet of the special weighting provision. (Author/JM)

ED 118 714 88 UD 015 757 FOCUS: A Successful High School Program for Dealing with Disaffected Youth. Roseville Area School District 623, Minn.

Dealing with Disaffected Youth.
Roseville Area School District 623, Minn.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.
Pub Date May 75
Note—28p.; For training materials relating to the
Focus Project, see UD 015758
EDRS Price Mr-50.83 MC-52.06 Plus Postage
Descriptors—Academic Achievement, Educational Alternatives, Group Dynamics, "Group
Relations, Group Unity, High Schools, High
School Students, Humanistic Education, Individualism, Individualized Programs, Program
Descriptions, Secondary Education, Student
Characteristics, Student Employment, Student
Characteristics, Student Employment, Student
Characteristics, Student Employment, Student
Characteristics, Work Experience Programs,
Identifiers—Minnesota
Focus Dissemination
The Focus program deals with those students

The Focus program deals with those students who perform well below their capacity socially and/or academically. It has as its main goal to decrease the incidence of alienation among these decrease the incidence of alienation among these youth, the staff, and the community. Sub-goals include the reduction of alienation and improvement of self-concept, an increased access to desirable social roles, and the reduction of negative labeling. Since most Focus students are seen to be deficient in the basic academic skills and positive social development, the emphasis in each discipline is directed toward meeting the individual educational and social needs of each student. The philosophical basis of the Focus approach is broken down into seven briefly discussed interrelated components: caring, the discussed interrelated components: caring, the setting of expectations, structure, individualiza-tion, responsibility, reinforcement, and evaluation. An area of emphasis in the program is the tion. An area or emphasis in the program is the State funded work experience component in which work experiences are provided for each student, giving them an accurate view of the responsibilities and realities of employment. The Focus program is stated to be significantly dif-ferent from other mini-school concepts dealing with the alienated student -- the family group atmosPhere or small group interaction, noted the backbone of the program. (Author/AM)

88 Training Materials (Focus Dissemination Project). Roseville Area School District 623, Minn.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Supple-mentary Centers and Services. Pub Date 74

Note-259p.; For Project description, see UD EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Class Management, *Compensatory Education Programs, Curriculum Development, *Delinquency Prevention, Instructional Materials, *Manuals, Program Descriptions, *School Improvement, Secondary Education, Secondary Schools, Staff Improvement, Suburban Schools, Youth Problems

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Minnesota (Saint

The materials included in this document were prepared for the inservice training of Adoption Site personnel by the staff of Project Focus, a Developer/Demonstration site funded by the U.S. Office of Education under Elementary Secondary Education Act Title III. The document is designed to be used as a complete Training Manual. During the past three years, 1971-74, the Focus program as part of the Roseville Youth Development Project has directed its attention and efforts toward the identification and altera tion of those features of a suburban school system that impede and obstruct positive youth development. The program has developed, implemented, evaluated, and disseminated strategies designed: (1) to provide socially acceptable and personally gratifying roles for all youth, particularly those most prone to the development of delinquency patterns and criminal careers; (2) to reduce student feelings of alienation, rejection, and powerlessness, (3) to provide appropriate success oriented learning alternatives; (4) to provide alternatives within the context of a public school system that improve the institutional services to adjudicated delinquents; and, (5) to recommend changes in school policies and procedures to reduce disaffection throughout the system. (Author/JM)

ED 118 716 UD 015 763

And Others Patchen, Martin

The Relation of Inter-Racial Contact and Other Factors to Outcomes in the Public High Schools of Indianapolis.

Purdue Univ., Lafayette, Ind. Inst. for the Study

of Social Change. Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (D-HEW), Washington, D.C.

Note-126p.

IMI

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors-*Academic Achievement, Academic Aspiration, Caucasian Students, *Changing Attitudes, Comparative Analysis, High School Students, *Individual Differences, Negro Students, Occupational Aspiration, *Racial Attitudes, *Racial Differences, School Districts, Secondary Education Identifiers—*Indiana (Indianapolis)

The first part of this report descriptively compares black and white students with respect to various outcomes such as effort, academ formance, aspiration, and racial opinion change, and examines whether students of given racial groups differ in behavior depending on the school which they attend. Interrelationships between the various outcomes are explored. Data indicate that blacks do not differ greatly from whites with respect to academic effort or absence from school, that blacks and whites are similar with respect to educational and occupational aspirations, and that they differ greatly in achievement scores and grades. The second part of the report considers the associations between each of the outcomes in the school and each of several sets of factors which are seen to account for variations in each outcome. These sets of possible explanatory factors are interracial interaction, student characteristics, home background, school situation, and student goals, beliefs ano interests. Analysis of the data deals with each racial group separately and emphasizes the differences among individual students. Since the data on which the report is based is four years old, the descriptive findings are not held to necessarily reflect the current situation. Yet the observed general patterns and the issues they raise are still relevant. (Author/AM) ED 118 717 UD 015 768

Alberty, Beth, Ed. Dropkin, Ruth, Ed.

The Open Education Advisor.
City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Pub Date Sep 75 Note-96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Advisory Committees, Child Development, Class Organization, Cooperative Planning, Educational Strategies, *Organiza-tional Development, Public Schools, *Public School Teachers, *Teacher Improvement, School Teachers, *Teacher Programs, *Teacher Role

Identifiers-New York (New York), Open Cor-

ridors Program

This bulletin describes the work of the City College Advisory Service to Open Corridors, a program committed to changing schools in ways that will better supPort children's own spontaneous patterns of learning. In Part 1, advisors describe in their own words how they proceed to educate themselves for the advisory role they undertake and how they work with teachers and children, administratior, parents, and community. The facts and figures of advisors' efforts in a si gle district are rePorted in Part II, culled from their memos and logs. This material analyzes cer-tain areas of advisor functioning presented in such broad categories as child development, reading-language arts, open education implementation, and workshops with para-professionals. The major area of advisory work, the work with in-dividual teachers in the classroom and in personal conference, is not included here. In Part III, the spread of program philosophy and expertise, through the Advisory Circle of former advisors who have gone on to new assignments, is described. These former advisors have found ways of incorporating their advisory experience into the new situation. The future role of the advisory, especially in the context of the program's present crisis, is the subject of the essay in Part IV. (Author/AM)

ED 118 718

UD 015 769

Chow, Willard T. Reviving the Inner City: The Lessons of Oakland's China Town.

California Univ., Berkeley. Inst. of Governmental Studies.

Pub Date Aug 75

Note-9p.; Public Affairs Report: Bulletin of Governmental Studies, University of California

Berkeley, v16 n4 August 1975 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors-Asian Americans, *Chinese Americans, City Demography, City Improvement, Community Cooperation, *Community Involve-ment, *Community Planning, Community Problems, Ethnic Distribution, Ethnic Groups, Ghettos, *Inner City, Minority Groups,

*Neighborhood Improvement, Social Responsibility, Urban Renewal Identifiers—*California

(Oakland), Oakland

Identifiers—"California (Oakland), Oakland Chinatown
Some historice aspects of Chinese settlement in the San Francisco Bay area are examined in this document and the impact of inner city development on ethnic neighborhoods, particularly in Oakland's Chinatown is discussed. Some developmental side effects are noted, as well as the benefits of ethnic concentration when the latter is benefits of ethnic concentration when the latter is the result of choice. Also presented is the challenge of providing neighborhoods with a stronger voice in land-use decisions and insuring that the community leaders who wield political influence actually defend the interests of residents they claim to serve. Finally, it is suggested that residents, public officials, and private investors take a new look at Chinatown. It is concluded that new legislation and innovative programs may not new legislation and innovative programs may not be needed and that the crucial element necessary to enhance the vitality of Chinatown is a clearer vision of its role in inner city revitalization. Since the decision of key actors such as lenders, the decision of key actors such as lenders, landlords, realtors, appraisers, city planning staff, community leaders, and other combine to deter-mine the market value, attractiveness, and liva-bility of a neighborhood, the task of neighbor-hood preservation and rehabilitation involves the cooperation, persuasion, and sharing of a com-mon vision of the future among these parties.

Scott, Robert Allyn Opened Admissions: Its Past and Its Promise. An Examination of the Trend Toward Universal Opportunity for Post Secondary Schooling in United States, With Cases.

Pub Date Jan 76

Notes 4509, Ph. D. Dimension Co. 1111

United States, With Cases.
Pub Date Jan 76
Note—450p; Ph.D. Dissertation, Cornell University, Ithaca, New York, January 1976
Available from—University Microfilms, North Zeeb Road, Ann Arbor, Michigan 48823
(Microfilm, \$5.00; Zerography, \$11.00)
Document Not Available from EDRS
Descriptors—Academic Standards, *Admission Criteria, *Case Studies, College Bound Students, College Preparation, College Students, Doctoral Theses, Economically Disadvantaged, Educationally Disadvantaged, *Educationally Trends, Financial Problems, Geographic Location, *Higher Education, *Open Enrollment, Post Secondary Education, *Public Policy, Socially Disadvantaged, Student Motivation, Universal Education Universal Education

Identifiers—Hawaii State University System,

Roosevelt University

The admissions process to post secondary schooling is examined, and the complex of academic, financial, geographic, and motivational barriers to access that are currently being overcome are identified in this dissertation. The objectives are to analyze and discuss various topics and to use them to illuminate institutional policies and practices to increase their understanding, how they evolved and the forces at work in setting them, and how they affect their institu-tions. Two case studies, Roosevelt University in Chicago and the State of Hawaii University cies and practices to increase their understand Chicago and the State of Hawaii University System, are utilized to illustrate and explain the process and the barriers, while discussing concepts such as merit, equality, excellence, liberty, and justice. Methodology employed includes a historical and sociological analysis, interviews, and case studies. The results of the study are a nistorical and sociological analysis, interviews, and case studies. The results of the study are: a display of open admissions and how it works; an illustrated definition of the process; an examination of earlier philosophies of access and the differences between Land-Grant attempts at expanding ing access and more recent efforts, and a further ing access and more recent entors, and a trition-understanding of the various processes of access to schooling and its benefits. It is concluded that, to some extent, the opening of admissions represents a state of mind, a philosophy of access, and not a specific occurrence. (Author/AM)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

> ED 013 371 Accession Number -

AAMD Becker Reading Free Vocational Interest Inven

AAMD-Becker Reading-Free Vocational Interest Inventory Manual [and Male and Female Inventories 1.

ED 118 593

FD 117 609

Ability

Development and Evaluaiton of an Objective Technique to Assess Effort in Training. Final

Empirical Investigation of the Stradaptive Testing Model for the Measurement of Human Ability.

A Study of Computer-Administered Stradaptive Ability Testing. Research Report 75-4. ED 118 602

Ability Grouping

A Longitudinal Field Investigation of the Impact of Group Composition on Group Performance and Cohesion.

Abstraction Levels

The Effects of a Superordinate Context on the Learning and Retention of Facts for Second and Fourth Grade Children. ED 117 644

Recognition Memory for Elements of Sen-ED 117 642

Test Stimuli: Representational Level with Mid-Test Stimuli: Representational did Class and Head Start Children.
ED 118 256

Abstracts

Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.

Outdoor Education, a Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5.

ED 118 306 Survey of Adult Education Programs for the ED 117 360

T & D Publications. Vol. 13. No. 6. ED 117 483 West Virginia Review of Educational Research.

Number 2, Fall 1975. ED 118 571

Academic Ability

A Report to the Faculty; Student Assessment Academic Transfer. FD 118 184 Wright College Student Profile (A Study of Student Enrollment and Characteristics).
ED 118 181

Academic Achievement

An Analysis of Two Approaches Used in Teaching Reading and Study Skills Improve-ment in a Two-Year Community College. ED 117 672//

A Comparison of Predictions of Graduate Student Performance: Is It All Worth the Bother.

A Concurrent Validity Study Relating the Armed Services Vocational Aptitude Battery to Success in High School Vocational-Technical Courses. AFVTG Technical Research Report Number 74-5.

ED 118 581 Delaware Educational Assessment Program 1974-75. Report of the Spring 1975 Testing Program.

Educated American Mothers Abroad: Resolv-

ing Parent/Work Role Conflicts. ED 117 592 An Inquiry Into Integration of the Public

FD 117 850 Measuring Student Achievement in Home

ED 118 588 The Occupational Attainment of Migrant and Nonmigrant Farm-Reared Youth: A Colombian Case.

ED 118 346 Predicting Academic Success in a Post-Secondary Vocational Studies Program Utilizing the A. S. V. A. B. Part One.

Preschool and Postscript: An Evaluation of an Inner-City Program.

The Relation of Inter-Racial Contact and Other Factors to Outcomes in the Public High Schools of Indianapolis.

FD 118 716 A Report to the Faculty; Student Assessment

Academic Transfer. ED 118 184 Special Studies of Our Nation's Students ED 118 701

A Study of the Comparative School Achievenent of Day Care Graduates. Final Report for Research Project.

A Study of the Effectiveness of the Graham Associates' Demonstration Project on Education Programming in Manpower Training Proiects. Final Report.

ED 118 698

A Study of the Effects of Planned Classroom Teacher Verbal Behavior and Resulting Class-room Pupil Verbal Behavior on the Achieve-ment of Classroom Pupils.

ED 118 353//

Academic Aptitude

A Comparison of Predictions of Graduate Student Performance: Is It All Worth the Bother.

Academic Aspiration
Project REACH: Reaffirming Each Students' Right to Pursue Academic Challenge and Higher Educational Goals. FD 118 664

Academic Education

The Boundless Resource: A Prospectus for an Education/Work Policy. ED 117 347//

The Importance of Vocational Education in the Total Education Picture. ED 117 412

Accelerated Programs

An Evaluation of the English Language Skills Acceleration Project, FY 1974. ED 117 697

Accountability
Continuing Education of the Professions: Issues, Ethics, and Conflicts. FD 117 634

Accounting

A Program for Accounting and Related Occu-pations. Bulletin 5. Business and Office Educa-ED 117 553

Accreditation (Institutions) Accreditation of Industrial Engineering Pro-

ED 118 411 Nontraditional Self-Studies in Accreditation ED 118 156

What Does Teacher Certification Stand For? ED 118 534

Acculturation

Korean Family Organization in the United States: Role and Value Conflicts in a Foreign Culture.

ED 118 667

Achievement

Achievement Motivation and Gender as Deter-minants of Attributions for Success and

ED 118 518

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Program on Fifth and Sixth Grade
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A Behaviorally-Oriented Approach to Facilitate **Auto Body Repairmen** Auto Body. An Adaptive and Developmental Program for Special Needs Students. Teachers' Marital Satisfaction ED 117 635 **Behavioral Objectives** Auto Body. Instructional System Development Infant Stimulation Curriculum: Development and Evaluation Report. Model for Vermont Area Vocational Centers. ED 117 561 ED 117 895 Infant Stimulation Curriculum, Revised Edition, **Autocatalytic Diffusion Model** ED 117 896 An Autocatalytic Model for the Diffusion of Educational Innovations. Teaching Fluid Mechanics to the Beginning Graduate Student--An Objective-Oriented Ap-ED 117 819 proach. ED 118 437 **Autoinstructional Aids** Use of Self-Control Procedures in the Coun-Behavioral Science Research selor Education Program at Michigan State Computer Simulation: A Technique for Study-ing Psychosocial and Sociotechnical Systems. ED 118 111 University. ED 117 601 Television and Human Behavior: A Guide to **Autoinstructional Methods** the Pertinent Scientific Literature. Self-Paced Graphics with Track Options. ED 118 089// ED 118 392 **Behavior Change** Auto Mechanics ABC's (Antecedents-Behaviors-Consequences) Predicting Academic Success in a Post-Seconfor Parents: An Educational Workshop in Behavior Modification. Session Materials and Behavior Management Workbook. dary Vocational Studies Program Utilizing the A. S. V. A. B. Part One. ED 118 167 ED 117 624//

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Generalized Anxiety. ED 117 581 Behavior Development Bibliotherapy: Its Effect on Self-Concept and Self-Actualization. ED 117 694// **Behavior Patterns** Career Behavior of Special Groups. Theory, Research and Practice. The Merrill Series in Career Programs. ED 117 359// Child Behavior toward Parent: An Inventory and Factor Analysis. Community Survey, San Jose, California, Conducted for KTEH-TV, February 4th - 7th, ED 117 777 The Incidence and Nature of Runaway Behavior. Final Report. ED 117 597 The Influence of Performance on Bargaining and Distribution of Rewards. ED 117 587 Influence of the Others-Concept on Children's Group Behavior. ED 117 610 Integration of Auditory and Visual Spatial Information During Early Infancy. ED 118 219 The Only Child. ED 118 253 Perceiving the Good Samaritan: Effects of the Behavior of Others on Attributions of Altruis ED 117 606 Single-Parent Families: Results of Profiling Techniques in a Sample of Welfare ADC Families. Final Report. ED 118 668 Social Interaction Involving Depressed Perso ED 117 611 **Behavior Problems** Problems of Quality Control in the Use of Behavior Change Techniques in Public School The Professional's Role and Perspectives on The Use of Three Variations of Anxiety Management Training in the Treatment of Generalized Anxiety. ED 117 581 **Behavior Theories** A Taxonomy of Administrative Absenteeism. ED 117 812 An Empirical Investigation of a Belief Com-

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ED 118 521

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Subject Index Criteria for Analyzing Ethnic Bias in Instruc-ED 118 662 Definition of the Situation and Observer Bias. ED 118 600 Expectation Effects on Performance Evalua-ED 118 258 Identifying and Controlling the Effects of Biases in Criminal Trials by Jury. Bibliographies
Adult and Continuing Education. A Bibliographic Guide to the University of Michigan Libraries. Audio-Visual Techniques and Library Instruction Bibliography on Campus Judiciaries, Student Conduct and Discipline. ED 118 166 A Bibliography on the Implementation and Management of Individualized and Personalized Education Programs. FD 117 364 Career Education Resource Bibliography. ED 117 548 Education: A Competency-Based Teacher Bibliography of Bibliographies. FD 118 565 Hotel and Restaurant Management; A Bibliography of Books and Audio-Visual Materials. ED 118 179 Index to Bibliographies and Resource Materials--Project MEDIA, Summer 1975. ED 118 341 Index to Doctoral Dissertations in Business Education 1900-1975. [Information and Research Utilization Center in Physical Education and Recipional
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Report. Toilet Habits: Suggestions for Training a Child

ED 117 921 **Blue Collar Occupations**

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		Subject Index 215
oard of Education Role	Urban School Feeding Survey-Fiscal Year	Bus Transportation
Political Anthropology and the Urban School Board.	1973. (Report Based on March 1973 Data). ED 118 689	On Alternatives to Busing. ED 117 793
The Selection and Appointment of School	Urban School Feeding Survey-Fiscal Year 1974. (Report Based on March 1973 Data).	Busing for Desegregation. The Best of ERIC, Number 15.
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Strike! A Planning Manual for Ohio School	Malaysian Chinese and Their Mass Media: History and Survey.	ED 117 795
Boards. ED 117 808//	ED 117 706	Cable Television
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But How Do You Know Their Opinions Count:	ED 118 090	sociations. ED 118 143
The Influence of Knowledge About Community Opinions on School Board Opinions.	You Can't Kill a Wasp with a Postage Stamp, or How to Teach 'Em to Pass Element Nine.	California
ED 117 813	ED 118 083	Apprenticeship Handbook for Educators.
The Concept of Control Related to Decisions	Broadcast Journalism	ED 117 398//
Under Appointed and Elected School Boards. ED 117 786	Television and the News: A Critical Appraisal. ED 117 703//	Career Education: A Position Paper on Career Development and Preparation in California.
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Calender No. 251.	Business Communication	ED 117 434

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Alternatives for Reorganizing Large Urban
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Index to Doctoral Dissertations in Business

Business Mathematics. Mathematics Curricu-lum Guide (Career Oriented).

Education 1900-1975.

Business Subjects

Alternatives for Reorganizing Large Urban Unified School Districts. Volume 2: Appen-ED 118 686 California (North)

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ED 117 577//	[Arizona] Field Test Report. Vol. 1. All Units. 1974-75.	Career Education: Learning with a Purpose.
Capital Outlay (for Fixed Assets) Cost Differentials and the Treatment of Equip-	ED 117 488	Secondary Guide-Vol. 4. Home Economics, Family/Community Relations, Home Manage-
ment Assets: An Analysis of Alternatives. ED 117 822	[Arizona] Field Test Report. Vol. 2. Grocery Store Occupations. 1974-75.	ment, Foods and Nutrition, Clothing and Tex- tiles, Field Trip Sites and Guest Speakers.
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The General Electric Advanced Course in En-ED 118 385

Copyrights

Ouestions and Answers Regarding the Ad Hoc Committee's Position (on Copyright Law Revi-

ED 118 153//

Corporation For Public Broadcasting Report of the Task Force on Women in Public Broadcasting.

Correctional Education

Career Education in Corrections
Program of Training and Model Design.
ED 117 396

Model of Adult Career Education in Corrections.

Correctional Rehabilitation

The Role of Prison Industries Now and in the Future: A Planning Study.

ED 117 441
Selected Readings from SCMTC (Southeast
Correctional Management Training Council) Seminars.

Corrective Institutions

The Role of Prison Industries Now and in the Future: A Planning Study. ED 117 441

Selected Readings from SCMTC (Southeast Correctional Management Training Council) Seminars. ED 117 604

Correspondence Schools
The Education of Isolated Children in Western Australia. ED 118 291

Correspondence Study
The Development and Evaluation of a Correspondence Training Program for Tumor Re-ED 117 468

Corrosion

Corrosion Engineering.

ED 118 386

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Evaluation of the Relationship Between School Size and School Costs.

Experiences in Rural Mental Health. V: Creating Alternatives to Clinical Care.

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Five Ways to Save Money with Declining En-	Graduate Training Program for the Preparation of Guidance Counselors with the Deaf. Final	Course Content and Program Evaluation Model. Final Report.
rollments. ED 117 831	Performance Report. ED 117 903	ED 118 186 Statistical Analyses of the Data from the First
Fundamental Considerations for Determining Cost Information in Higher Education. ED 118 003	Counselor Training Applications of Video in Counseling and Coun-	Year of Use of the Student Ratings Forms of the University of Washington Instructional As-
Information Roundup: A Continuing Education	selor Training: An Annotated Reference	sessment System. ED 118 580
Session on Microforms and Data Processing in the Library and Information Center: Costs/Benefits/HistoryTrends. Proceedings of	Source. ED 117 636 Career Education. A Counselor's Guide; An In-	The Status of Professional Studies in Teacher Education: Conflicts Between Intentions and
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Need to Improve Efficiency of Reserve Train-	Persons Without Teaching Experience. A Pro- ject Report.	Course Organization Teaching Consumer Education: A Common-
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Handbook. ED 117 480	Adults Learning Welsh (A Study in Motiva- tion). Pamphlet No. 13.	Civil Courts. ED 118 494
Applications of Video in Counseling and Coun- selor Training: An Annotated Reference	ED 117 962	Evidence before the Court.
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Adolescents (Leader's Guide and Parent's Review).	Homemaker Health Aide Service: Training	ED 118 488 The Reasonable Exercise of Authority, II.
ED 117 625//	Manual. ED 117 448	Small Claims Court. ED 117 845
Cooperative State Implementation Workshops	Interest and Motivation Lead Good Teaching. ED 118 463	ED 118 491
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Final Report.	ED 118 402	Civil Courts.
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ED 117 618	1976 Television; a Catalog of Instructional Television Courses and Related Material.	Courts
Counseling Services Promising Guidance Practices in Texas, 1974-	ED 118 121 Communication in Educational Environments:	Civil Courts. ED 118 494
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Counselor Functions	Corrosion Engineering.	Cover to Cover
Counseling the No-Longer Married Woman. ED 117 630	ED 118 386 A Course in Medicine and Clinical Engineering for Engineers.	Cover to Cover; a Literature Course, Grades 5 and 6.
Counselor Performance	ED 118 404 Cover to Cover; a Literature Course, Grades 5	ED 118 119
A School Counselor Education Program for Persons Without Teaching Experience. A Pro-	and 6.	Creative Ability Educating the Gifted Child: Challenge and
ject Report. ED 117 580	A Design Philosophy for Instrumentation	Response in the U.S.A. ED 117 928
Counselor Qualifications	Equipment in a Dynamic Systems and Mea- surements Laboratory.	Creative Development
A School Counselor Education Program for Persons Without Teaching Experience. A Pro-	ED 118 456 The General Electric Advanced Course in En-	Developing Imagination and Creativity in Chil- dren.
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Counselor Role	Intriguing Freshmen with Materials Science.	Creative Expression
1972 Counselor Summarization and Evaluation Report.	Materials Selection.	Developing Imagination and Creativity in Chil- dren.
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A Critical Handbook of Children's Literature. ED 117 660//

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Cross Age Teaching

Peer and Cross-Age Tutoring in the Schools: An Individualized Supplement to Group In-

Cross Cultural Studies

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Cultural Awareness

Beware of Cultural Cliches! Some Interesting Findings in the Essays of 1974 and 1975
AATG Travel-Study Trip Applicants.

The Identification of Competencies for Child Development Associates Working with Chicano Children. Final Report. FD 118 231

Cultural Differences

Racial and Ethnic Barriers in Counseling. ED 117 582 S. T. E. P.: Suburban Teacher Education Program. Final Report. ED 118 531

An Urbal Multi-Linguistic Competency Based Preservice Field Based Teacher Preparation

ED 118 550

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Culturally Disadvantaged

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An Inquiry Into Integration of the Public Schools

Culture Conflict

Asian Americans: A Study Guide and Sour-

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Curriculum

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ED 118 430

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ED 117 863

ED 117 915
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Betances Community College. Final Report.
ED 118 173
Stratistician and Other Special Education
Delivery Models: Changes Over Time in
Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement
Among Handicapped and Nonhandicapped
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Dade County Public Schools	Day Care Services	Deception in Advertising: A Receiver Oriented Approach to Understanding.
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The Lake County Career Opportunities Study II: A Cooperative Study Presented to the Lake	ED 118 218	The Career Education Instructional System: In- terim Report.
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Regression and Principal Components. ED 118 617	Performance Report. ED 117 903	Program. ED 118 608
The Older Adult and Learning.	Deaf Education	Delinquency
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Employment Services The Role of the Public Employment Service	ED 118 452 Engineering Education Projects for Improving Agriculture in Developing Countries.	Engineerin Self-Paced
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The Counselor's Handbook and Guide to A to Z Teaching Activities for Consumer Edu-ED 118 526 ED 117 503 Credit-By-Examination and the 1975 Supple-Urban Environment Studies Curriculum Project; Special School District No. 1; Title III ESEA: Final Evaluation Report. Report C-74-Fall Enrollment in Higher Education 1973. Development of Occupational Therapy Profi-ED 118 048 ciency Examinations. Therapist Level, Assistant Level. Final Report. Model Student Assistance Programs for Ken-ED 118 628 tucky. Data Profiles. ED 117 443 Environmental Influences ED 118 047 Equivalency Testing for Allied Health Man-power in Maryland. Child Development and the Housing Environ-Trends in Enrollment and Degrees Granted. 1948-1974. Report No. 7-75. ED 118 634 Hey, Mom, Who Put the Television in the Error Patterns **Enrollment Influences** Empirical Bayes Point Estimates of True Score Using a Compound Binomial Error Model. Research Memorandum 74-11. Recruiting and Keeping Women Engineering Measuring Empirical Properties of Psychomotor Skills in Different Psychological Environ-The Relative Importance of Selected Factors ments. on the Decision of High School Students to Enroll or Not Enroll in Chemistry and Physics. ED 117 542 Using a Typology of Persons and Environments to Explain Careers: Some Extensions and Clarifications. Report No. 204. Educational Facilities for Aniak, Emmonak and ED 118 348// Mountain Village Area High Schools. A Report. **Enrollment Projections** ED 117 474 Canadian Community Colleges; Program Groupings and Projected Outputs to 1980/81. **Environmental Technicians** nvironmental Technicians
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Does Students' Expectation of Teachers Affect

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Evaluation Criteria

tion Scale.

Profile)

ED 118 566

ED 117 646

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Exchange Programs

ful Defibrillations.

Exchange.

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A Human Contribution to the Structure of Peace: International Educational and Cultural

Exercise (Physiology)
Cardiac Arrest During Medically-Supervised
Exercise Training: A Report of Fifteen Success-

Expectation Effects on Performance Evalua-

240	Subject Index	
Minorities	itan and Regional Inequalities Among s in the Labor Market. Volume 3.	Employer-Based Career Education; FY 73 Evaluation Report.
	s in the Labor Market. ED 118 300 nic Media; Selected Bibliographies in	Monitoring for Criminal Justice Planning Agencies.
Print.	me mean, selected blenographics in	ED 117 459
Project R Right to Higher Ed	ED 118 114// REACH: Reaffirming Each Students' Pursue Academic Challenge and ducational Goals.	Evaluation Methods Assessment in CBTE: The Search for Evidence. Report No. Case 04-75.
	ED 118 664 Resource Packet for Vietnamese Stu- ED 118 679	Career Education Measurement System. Reporting System Evaluation. ED 117 901 System. Reporting System Evaluation.
Ethnic Her African Teacher's	ritage Studies Program Heritage Curriculum Materials.	Career Education Program: FY 1974: Final Evaluation Report: Volume 2. Appendix. ED 117 294 Causal Modeling in Educational and Social
	ED 118 479 ent of the Indian People. Indian	Program Evaluation. ED 118 603
Ethnic Homent Proj	eritage Studies Curriculum Develop- ject, 1974-75. ED 118 470 Te of the Indian People. Indian Ethnic	Design for the Individualized Instruction Study: A Study of the Effectiveness of Individualized Instruction in the Teaching of Reading and Mathematics in Compensatory Education Pro-
ject, 1974	Studies Curriculum Development Pro- 1-75. ED 118 471	grams. Final Report. ED 118 660 Evaluating the Existing School Plant. Educational Facilities Direct 2
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Colloquy	of Asian Americans: A Report. ED 118 250	Preparing for IRS Audits of Colleges and Universities. Internal Revenue Service. NACU-
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Media Us	ED 118 470 to in the Study of Minorities.	taw Bilingual Education Program, 1975-76. ED 118 345 State ESEA Title I Reports: Review and Analy-
Religion Three. To	in Elementary Social Studies: Level eacher's Guide [And Student Materi- Evaluation Report.	sis of Past Reports, and Development of a Model Reporting System and Format. ED 118 684
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ject, 1974	4-75. ED 118 471	Summary of Student Course Evaluation for the Year 1974-75. Report No. 18. ED 118 000
An Evalu	ation of the Etiologic Role of Stressful	The Summative Evaluation of Curriculum Innovations. Education Area Occasional Paper 1. ED 118 633
	ED 118 670	Summative Evaluation Report 3: Interim Evaluation Report.
Europe	ean Bibliography of Adult Education.	ED 117 295
A Select	List of Works in English, French and Published Up to and Including the	Using the Affton Scale of Acceptable Written Expression to Decrease Disparity in Teachers Assigning a Level to Pupils' Written Expres-
1 car 197	ED 117 449//	sion. ED 117 724//
Evaluation		Evaluation Needs
Employee	valuation Needed for Federal Civilian e Training. Report to the Congress by otroller General of the United States.	A Conference Design for Teacher Centered In- service Education.
	ED 118 596 Education Measurement System. Re-	A Negotiations Strategy for Inservice Educa- tion.
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Profession	ED 118 407	Examiners Preparing for IRS Audits of Colleges and Universities. Internal Revenue Service. NACU-
	g Accuracy of Assessment Procedures. ED 118 453	BO Special Report 75-5. ED 118 020
Volume.	Studies Technical Report: Exercise ED 118 481 Perceptions of the Acceptability of	Exceptional Child Education Project and PERT Design Manual for PREM. Preparing Regular Educators for Mainstream-
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73 300 gen-Expectation States Theory
Expectation Effects on Performance Evalua-459 nce. **Experience Based Career Education** 901 Re-345 inal 294 cial 603 udy ized Pro-660 uca-783 039 mer 632 CU-020 **Experimental Programs** hoc-345 alv-684 No. 868 the 000 In-633 erim 295 itten hers ores-24// d In-527 uca-

ED 118 519

ED 118 258

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Facilities Guidelines for Planning, Developing, Utilizing and Maintaining Outdoor Environmental Education Laboratories. ED 118 360

Facility Case Studies Arts and the Handicapped. An Issue of Access. ED 117 829 **Facility Guidelines** Arts and the Handicapped. An Issue of Access. A Report. ED 117 829 Build Your Own Playground! A Sourcebook of Play Sculptures, Designs, and Concepts from the Work of Jay Beckwith. Educational Facilities for Aniak, Emmonak and Mountain Village Area High Schools. A Re-ED 117 849 Evaluating the Existing School Plant. Educational Facilities Digest 2. Guidelines for Planning, Developing, Utilizing and Maintaining Outdoor Environmental Education Laboratories. ED 118 360 **Facility Planning** Administrator's Guide to School Construction, Remodeling and Maintenance. ED 117 797// Commitment Five: A Long-Range Plan for Fraser Valley College. ED 118 202 Computer-Assisted School Facility Planning with ONPASS. ED 118 092 Innovative Planning Techniques for Vocational-Technical Facilities. ED 117 511 Proceedings [of the] Sixty Fourth Annual Meeting [of the] College Physical Education ED 118 574 **Facility Requirements**

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The Red Hook Family Day Care Training Pro-ED 118 265

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Positive Attentional Cues as Cognitive Factors

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Physical Rehabilitation and Employment of AFDC Recipients. Final Report: Feasibility Stu-

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Instituting Change to Promote Sex Equality.
ED 117 860

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The Education of Isolated Children in Western Australia

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Subject Index Training Research Program and Plans: Advanced Simulation in Undergraduate Pilot **Food Stores** [Arizona] Field Test Report. Vol. 2. Grocery Store Occupations. 1974-75. Training. ED 117 317 Florida Foreign Countries
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Store Occupations, 1974-75.

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Grade 6

Urban Leadership Program. ED 117 462

Career Development Exemplary Project. The First Draft of a Curriculum Guide for Grade ED 117 388

Career Exploration Activities.

ED 117 555

ED 118 680

Grades (Scholastic) Grading Style and Student Evaluation of Facul-

ED 118 165 Improving Accuracy of Assessment Procedures ED 118 453

Grading

Developing Performance Evaluation Systems.

ED 117 814 The Effect of Traditional Versus Non-Traditional Grading Policy on Minority Social Work

ED 118 648

Graduate Students

A Comparison of Predictions of Graduate Stu-dent Performance: Is It All Worth the Bother. ED 118 008// Conflict, Outcome, and Perception of Women's

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Biomedical Engineering: A Challenge to Educators and the Professions. ED 118 412

The Development of a Continuing Education Program for Mid-Career Professionals.

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Leg. Students Enrolled for Advanced Degrees, Fall

Teaching Fluid Mechanics to the Beginning Graduate Student-An Objective-Oriented Ap-

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ED 118 049 What Foreign Graduates Think About Their U. S. Graduate Degree Programs and Experience. ED 118 390

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Graphic Arts Evaluation of Innovative Basic Graphics Instruction.

240	Subject Ind	ICA
	esentation of Soci	ED 118 398 ial Dominance in
Children's	Drawings.	ED 118 267
Graphs Pictorial S	solutions in Advance	ed Mechanics. ED 118 448
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Greek		
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Grief		ED 117 948
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1975.		ED 118 051
Group Beh Audience	Analysis: A Progr	ammed Approach
	of the Others Con-	ED 117 763//
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		ED 117 609
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Zip Test:	Examiner's Manual	ED 118 303
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		ED 118 714
Group Stru Interdiscip Systems.	olinary Research	
Group II-1	tu	ED 118 450
pact of		igation of the Im- n on Group Per-
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Guidance (Career Gi	Counseling uidance: Status and	Promise. ED 117 306
Guidance l Vocationa	Personnel al Guidance Person	nel. ED 117 614
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Guidelines		ED 117 602
Avenues		dinator's Guide for ED 117 908
Avenues	to Change, Book 2:	
ARCs.	Advocacy through	State and Local

ΜI

Subject Index Cable Television; What's in It for Teachers? A ED 118 398 Social Dominance in Handbook for State and Local Education As-ED 118 267 Career Development: A Community Approach in the Prince George's County Public School. ED 117 328 ED 118 448 Career Education: A Position Paper on Career Development and Preparation in California letter No. 28. A Codification of Principles of Advising Secon-ED 118 422 dary School Student Publications. Elementary Education at Utah State University, Logan, Utah. Sodia Program Description, Philosophy and Student Handbook of Comman Cultures. A Cur-Ausic in Classical An-ED 117 948 petencies. Ethical and Legal Responsibilities of Counldren ED 117 628 Evaluating Training Effectiveness and Trainee Achievement: Methodology for Measurement tive Bargaining. ER-esearch Report No. 9, of Changes in Levels of Cognitive Competence.

Manuals for Evaluation of Family Planning and Population Programs, Number 8. ED 118 051 ED 118 579 Explaining Death to Children. ED 117 628 Programmed Approach Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. ED 117 763// Concept on Children's ED 117 687 Guidelines for Placement Services and Follow-Up Studies Provided by School Districts. ED 117 313 ED 117 610 nvestigation of the Imsition on Group Per-Guide to Training Parents as Behavior FD 117 609 Hand Book for College Counselors in the In-stitute for Services to Education Curriculum Parent Discussion of Development Program. nd the Group Process. ED 117 924 ED 117 618 Hearing Impaired Pupils in the Mainstream. ED 117 904// Maryland Handbook on the Accountability Assessment Program (revised December 1974). p Action: Pattern of I 5. A Values Curricu-ED 118 636 A New School of Health Professions. Volume ED 118 505 2. Appendices to the Final Report. ED 117 370 Purposes) Planning, Conducting, Evaluating Workshops. A Practitioner's Guide to Adult Education. ED 117 417// and Generation School ED 118 676 Procedures for Questionnaire Development and Use in Navy Training Feedback. Final Report. TAEG Report No. 20. ED 118 303 ED 118 582 igh School Program for I Youth. ED 118 714 rch Teams as Status tion. OSSC Bulletin Vol. 19, No. 5. ED 118 450 nvestigation of the Im-Boards. osition on Group Per-ED 117 609 s and Promise. ED 117 306

Procedures Used in Child Find Activities ED 117 900 Reporting on Investments of Endowment ED 118 015 RX for Professional Growth: Inservice Educa-

ED 117 817 Strike! A Planning Manual for Ohio School ED 117 808//

Suggested Guidelines for Establishing Vocationally Oriented Programs for Special Educa-ED 117 612

Toilet Habits: Suggestions for Training a Child Who Is Blind.

Guides Colleges Classified: A Guide for Counselors, Parents, and Students. 1975-1977. ED 117 607//

A Comprehensive Vocational Education Program for Career Development in Leon County. Final Report. Volume 2. Career Guides for Secondary Sciences. ED 117 392 The Counselor's Handbook and Guide to Credit-By-Examination and the 1975 Supple-

ED 118 623// A Faculty Self-Study of the Elementary School. ED 118 626 Student Handbook--Haskell Indian Junior College, Lawrence, Kansas.

Upward Mobility Career Counseling; A Self-In-structional Text for First-Line Managers. ED 117 336

Voluntarios Educationales: Un Manual para Coordinatores de Programas de Voluntario Volunteers in Education: A Handbook for Coordinators of Volunteer Programs.

Hamlet Curricular Deliberation about "Hamlet": An Exercise in the Practical. ED 117 720//

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Assessment in CBTE: The Search for Evidence. Report No. Case 04-75. ED 117 901 Child Find: Proceedings from a Conference.

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The Development of a Cost-Efficiency Model to Assist in Special Education Program Decision-Making and Financing.

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Establishing Effective Training Linkages in Special Education at the Local Agency Level. ED 117 875

Exceptional Students in Regular Classes: Interviews with 43 North Dakota Elementary Teachers. ED 117 912

Head Start Services to Handicapped Children. Third Annual Report of the U.S. Department of Health, Education, and Welfare to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start. ED 118 239

Improving Occupational Programs for the Handicapped. ED 117 914

Infant Stimulation Curriculum: Development and Evaluation Report. Infant Stimulation Curriculum. Revised Edition. ED 117 896

Mainstreaming Special Needs Children Into Open Settings. ED 117 898

Needs for Instructional Media and Materials Services for Handicapped Learners: A Summary of Extant Information. ED 117 911

Piaget for Regular and Special Physical Educators and Recreators. ED 117 874

Procedures Used in Child Find Activities. ED 117 900

Project OUTREACH Evaluation. ED 117 884 Project SHARE: Sharing High-Yield Accountability with Resource Educators.

Stratistician and Other Special Education Delivery Models: Changes Over Time in Teacher Ratings, Self-Image, Perceived Class-room Climate and Academic Achievement Among Handicapped and Nonhandicapped Children.

ED 117 863 Summary of Impact of Title VI-B Funds on the Education of Oregon's Handicapped Children, June 1968-June 1973.

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Discovery: Guidelines for Establishing an Out-door Education Program in Special Education, ESEA Title III Project. ED 118 339//

A Guide and Policy Manual of Vocational In-struction and Supportive Services for Disad-vantaged and Handicapped Persons. ED 117 545

Hand Tools

Careers in Construction, Building Maintenance and Allied Occupations. Junior High School. ED 117 549

Haptic Perception
Learning Task Requirements, Cognitive Styles, and Media Attributes: An Interactive Research ED 118 157

Haskell Indian Junior College Student Handbook--Haskell Indian Junior College, Lawrence, Kansas. ED 118 317

Howeii

Fall 1975 Entering Students Continuing in the Same Community College in Spring 1976; Hawaii, Honolulu, Maui, and Windward Com-munity Colleges. Student Flow Project, Report

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Health

Fundamentals of Athletic Training. Second Edition. ED 118 549//

Health Conditions

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A Case Study of the ATS-6 Health, Education A Case Study of the A15-0 115-0 and Telecommunications Projects.

ED 118 149

Health Facilities

Software and Hardware Utilization in Computer Medicine Education. FD 118 102

Health Insurance

Health Manpower in the Changing Australian Health Services Scene. ED 117 465

Health Maintenance Organization

Demonstration Training Program for Improving the Capacity of Primary Care Units to Function Within an HMO Setting. Final Report. ED 117 576

Health Occupations

Equivalency Testing for Allied Health Man-power in Maryland.

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ED 118 299 A National Study of Minority Group Barriers to Allied Health Professions Education in the Southwest. Final Report. FD 118 297

Health Occupations Education

APEX: A Computerized Simulation Game as the Basis for an Undergraduate Interdisciplina-

ED 118 113 Demonstration Training Program for Improving the Capacity of Primary Care Units to Function Within an HMO Setting. Final Report.

ED 117 576 The Development and Evaluation of a Cor-respondence Training Program for Tumor Re-

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Health Programs

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Health Services

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Health Manpower in the Changing Australian Health Services Scene.

Migrant Programs in Wisconsin and Ohio. ED 118 298

Heart Rate

Computers in Cardiology.

ED 118 394

Hebrew

Manual of Tape Scripts: Hebrew, Level 2. ED 117 939

Heterogeneous Grouping
English for Mixed Ability Classes in the Com mon Course: Some Suggestions for the Desig-ning of Programmes and for the Structuring of a Session's Work. FD 117 696

Higher Education Accreditation of Industrial Engineering Pro-ED 118 411

Adventure Programming.

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Basic Rights and Responsibilities for College and University Presidents.

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Classroom Demonstrations in Materials Science/Engineering.

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Design and Implementation of a Task/Resource Information System. Reported by the Planning Department of the Agricultural University of

ED 117 995 Determinants of Faculty Publication Productivity at Four-Year Colleges.

The Development of a Computerized Model for Teaching Engineering Statistics.

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Government Contracts and Grants for Research. A Guide for Colleges and Universities.

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ED 118 003

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Imagination Developing dren.	n g Imaginati	ion and Cı	eativity	in Chil
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Selected I	A Step	roblem	E	117 50
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An Analysis of the Aggregate Financial Needs
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On Processing Conditional Sentences ED 117 973

ED 118 215

			Subject Index	251
Language Programs Bilingual Education: Quality Education for All Children. Annual Report, National Advisory	Language Functions Exploration of Students as Observed in Information Community.		Leadership Styles A Taxonomy of Administrative Absen	nteeism. D 117 812
Council on Bilingual Education		ED 117 757//	all all yell as a second	D 11/ 812
The Effects of a Program in Black English on the Attitude of Elementary Teachers toward	Right Dislocation. Teacher Verbal Behavior and Its	ED 117 974 Relationship	Leadership Training EPDA [Education Professions De Act] Leadership Development Progr	velopment
Nonstandard Speakers. ED 117 718//	to Growth in Child Language.	ED 118 573	Report.	D 117 356
Languages for Special Purposes. ED 117 952	Language Variation		Urban Leadership Program.	D 117 462
Project LIFE, 1963-1975. Final Report. ED 117 878	Classifications of Japanese Speec Styles. Papers in Japanese Lingui No. 1.		The Women's Leadership Project: A Training Project in Adult Education	One-Year
Language Research		ED 117 936	tration. Final Report.	D 117 447
Language Functions Exploration of First Grade Students as Observed in Informal Classroom Environments.	DARE: A Showcase of Linguistic Incorporating Sociolinguistic No	ED 117 700	Learning A Determination of the Relative C	
ED 117 757//	EFL Program.		and Concordance of Student Science	ce Interest
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ED 118 330	Total Marie Talls.	ED 117 969	Developing a Musical Ear: A New E	xperiment.
Reaction: The Cloze and the Composition Process. ED 117 699	Lapland People's Conceptions of Mass Mo	edia: A Study	Artificial Intelligence Memo Number	264. D 118 364
A Study of the Relationship between Values and Listening Comprehension.	about the People's Conceptions a nificance of the Mass Media and tions before and after the Int	s to the Sig-	Rule Acquisition Design Strategy Degree of Instance Divergence, Sequ Instance Analysis.	uence, and
ED 117 781//	Television.		A Study in the Nature and Developm	D 117 709
Languages for Special Purposes Languages for Special Purposes. ED 117 952	Latin	ED 117 705	Natural Number Concept: Initial ar mentary Analyses. Report from the	Project on
Language Skills	Criterion Referenced Tests to "Artes Latinae," Level 1, Book Edition.		Children's Learning and Developmer cal Report No. 340.	nt. Techni- D 118 417
An Evaluation of the English Language Skills Acceleration Project, FY 1974.		ED 117 934	Teaching: Issues, Perspectives, and I	
ED 117 697 Language: A Study of Fundamental Skills. No.	Muses of the Greco-Roman Cult riculum Resource on Music in		Selected Readings.	118 537//
108. ED 117 648	tiquity. Tentative Edition.	ED 117 948	Learning Activities	
Reawakening the Imagination. ED 117 657	Teacher's Guide to Accompany to Latin Course. Tentative Edition.	ED 117 950	Activity Guide for Career Education. El Activity Guide for Career Educati	D 117 322
Language Standardization Diglossia in Arabic Speech Communities: The	Teacher's Guide to the Nature I		mediate.	D 117 323
Classical Language Compared with the Syrian Vernacular.		ED 117 949		D 117 324
ED 117 975	Law Enforcement The Federal Civil Rights Enforce	ment Effort	Activity Guide for Career Education High.	on. Senior
Language Styles Classifications of Japanese Speech Levels and	A Reassessment.	ED 118 682	E	D 117 325
Styles. Papers in Japanese Linguistics, Vol. 2, No. 1. ED 117 936	Law Enforcement Technology (F Technology). A Suggested Two-Y	olice Science	Auto Body. An Adaptive and Deve Program for Special Needs Students. Guide.	Teachers'
Language Teachers	School Curriculum. Monitoring for Criminal Justice P	ED 117 445 lanning Agen-	The Best of "The Communicator", 19	D 117 564 970-1975. D 118 307
A Comparison of the Importance of Objectives in Foreign Language Instruction as Rated by In-Service Teachers, Student Teachers and Pupils. Research Bulletin, No. 44.	cies. Students in the North Hennepi	ED 117 459 Community	Career Development Exemplary Pr First Draft of a Curriculum Guide Nine.	oject. The for Grade
ED 117 970	College Law Enforcement Progra Enforcement: A Job Market Sur		Career Education Guide for Earth Se	D 117 388
Language Tests Can't Language Testing Interface with Lan-	Report Nos. 1 and 2.	ED 118 183	(Tentative.)	D 117 568
guage Acquisition? ED 117 982	Law Instruction		Career Education Resource Guide fe	or Chemis-
Criterion Referenced Tests to Accompany	Appellate Courts.	ED 118 493	try.	D 117 565
"Artes Latinae," Level 1, Book 1. Tentative Edition.	Civil Courts.	ED 118 494	Career Education Resource Guide for (Tentative.)	or Physics.
ED 117 934	Evidence before the Court.		E	D 117 566
Teachers' Attitudes toward Publishers' Tests. ED 117 991 Testing Standard Spanish as a Second Dialect.	Fair Procedures.	ED 118 489	Career Education Resource Guide for Working Draft.	or Biology. ED 117 567
ED 117 980 A Welsh Linguistic Background Scale.	Juvenile Justice. Second Edition.	ED 118 492	Career Exploration Activities.	
Pamphlet No. 2. ED 117 957	Juvenile Rights. Second Edition.	ED 118 488 ED 118 490	Career Exploration Curriculum Supp Grades 9-10.	D 117 555 plement for
A Welsh Word Recognition Test. Pamphlet No. 5.	Small Claims Court.	ED 118 491	Career Orientation Curriculum Supp	D 117 373 plement for
ED 117 960	Laws		Grades 7-8.	D 117 372
Language Universals Numeral Classifiers and Substantival Number:	Evidence before the Court.	ED 118 489	Consumer Education.	
Problems in the Genesis of a Linguistic Type. Working Papers on Language Universals, No.	Juvenile Rights. Second Edition.	ED 118 490	Consumer Education: A Guide for T Home Economics.	ED 117 514 Teachers of
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Language Usage Aspekte und Probleme der linguistischen	sion].	ED 118 142	School. A Selection of Articles Repr Science and Children.	rinted from
Analyse schichtenspezifischen Sprachgebrauchs. Studien und Berichte 31	Leadership	harmanal	Getting it Together [8]. A Teacher's	ED 118 347 Guide: An
(Aspects and Problems of the Linguistic Analy-	A Taxonomy of Administrative A	ED 117 812	Integrated Approach to Junior H	
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ED 117 955	Londonskin Overlisten	ED 11/848	Home-Type Activities at the Day C	are Center.
Children and Communication: Verbal and Non- verbal Language Development. ED 117 764//	Leadership Qualities The Time of Your Life.	ED 117 848	(Tipos De Actividades Del Hogar El De Cuidado Diario.)	n El Centro ED 118 215
ED 11/ /04//		20 117 040		110 413

MI «

258	Subject Index	
Ideas for Career l struction	or Activities Designed to Combine Development with Subject Matter In-	ference sociatie 1975).
	ED 117 357 atics: Activities That Work.	Demar Condit
Work.	tion and Counseling for the World of ED 117 311	dies.
_	: Activities that Work. ED 118 705 t on Drama in the Classroom, K-6.	Learni and Fo
Suggeste	ED 117 698	Learni in Infa
Vocation	ED 117 532 nal Agriculture 4. A Curriculum Guide.	Remin Free R
	ade. Revised. ED 117 406 Teaching Activities for Consumer Edu-	Rule Degree Instance
Learning	ED 117 503 Characteristics g Task Requirements, Cognitive Styles, dia Attributes: An Interactive Research	Learnin Forma Now
Preferen	ED 118 157 lity Characteristics and Learning Style nces of Adult Basic Education Students.	Home Teach Multip
Rule A Degree	h Monograph. ED 117 367 Acquisition Design Strategy Variables: of Instance Divergence, Sequence, and Analysis.	Principroom
	ED 117 709 Disabilities	What
Addenda Resource	um to Prescriptive Teaching Workshop the Manual. ED 117 891 orally Oriented Programs for Learning	Le Cha Develo Simula
Disabled	d Children. ED 117 927 mental Program for Training of the tol Child. (Includes Skills Achievement	Princi Legal F Ethics
Profile.)	ED 117 862 g Disabilities Activity Guide for the	selors
Element	tary Classroom. ED 117 907	Produ
Approac	g Disability: A Multidisciplinary Team ch. ED 117 917	Quest
Project	ED 117 923	sion].
	FAST: Final Report. ED 117 926 FAST: [Functional Analysis Systems	Legisla A Bri
Training	g]: Adopter/Facilitator Information. ED 117 925 ies and Techniques for Mainstreaming:	Lesson
A Resor	urce Room Handbook. ED 117 890	Caree
A Mult	modalities timodality Language Program for Re- Preschoolers.	-throu vice I
Poststin Categor	nulus Cueing and Conceptual rization of Visual Information. ED 118 610	Cours
Fundan	g Modules nentals of Modules (An Outline Guide ompany Group Discussion Sessions).	Letters
Learning Adults	ED 118 570 g Motivation Learning Welsh (A Study in Motiva-	Libera Conc Studi
Project	Pamphlet No. 13. ED 117 962 t REACH: Reaffirming Each Students' to Pursue Academic Challenge and	A Pr Stude
	Educational Goals. ED 118 664	Repo lege, Studi
Can't	g Processes Language Testing Interface with Lan- Acquisition? ED 117 982	Unifi 1972 1:2.
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ED 117 781//

ED 117 688

FD 117 660//

ED 117 728//

ED 117 722//

ED 117 722//

FD 117 720//

ED 117 728//

ED 117 752

ED 117 755//

ED 117 719//

ED 117 660//

FD 117 716//

ED 117 755//

ED 117 678

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Oversight Hearing on Reading Programs and
Hearing on H. R. 8304 and H. R. 9048;
Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of
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Negro Dialects

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Language Strategies in Media Content Directed to Urban Black Primary Children: A Content Analysis of Selected Books, Films and Televi-ED 117 780//

Suprasegmental Aspects of Reading Inter-ED 117 691

Negro Education

Educating Black Students Humanistically. ED 118 663 Telecommunications and Black Americans: A Survey of Ownership, Participation and Con-

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Negroes

Black Americans: A Study Guide and Sourcebook. ED 118 657//

Blacks in the Arkansas Delta. ED 118 681

Comparative Strategies of the Black and "Chicano" Movements in Achieving Economic and Social Justice.

An Educational and Professional Profile of Black American Doctorates in the Natural

ED 118 350// The Educational Needs of Minority Groups. ED 118 515

Informal Adoption in Black Families in Lowndes and Wilcox Counties, Alabama. Telecommunications and Black Americans: A

Survey of Ownership, Participation and Control. FD 118 054//

Negro Stereotypes

Language Strategies in Media Content Directed to Urban Black Primary Children: A Content Analysis of Selected Books, Films and Televi-ED 117 780//

Negro Students

Educating Black Students Humanistically. ED 118 663

White Teachers, Black Schools, and the Inner City: Some Impressions and Concerns ED 118 659

Negro Teachers

White Teachers, Black Schools, and the Inner City: Some Impressions and Concerns. FD 118 659

Negro Youth

Families for Black Children: The Search for Adoptive Parents. II. Programs and Projects. ED 118 238

Neighborhood Improvement

Reviving the Inner City: The Lessons of Oakland's China Town. ED 118 718

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New Hampshire

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News Media

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ED 118 677 ED 118 678 Competency-Based Improvement of Instruction Program in Teacher Education at Southwestern The Development and Evaluation of a Correspondence Training Program for Tumor Re-Oklahoma State University. A Strategy for Program Evaluation. Report No. The Equal Employment Opportunity Program for Federal Nonconstruction Contractors Can Be Improved. A Report Prepared for the Use of the Subcommittee on Fiscal Policy of the Joint Economic Committee, Congress of the United States, Ninety-Fourth Congress, First Section. The Development and Implementation of Elementary School Gifted Program Guidelines. A Study of Advanced Placement English in the Memphis City School System, Memphis, Ten-FD 117 906 Do Bilingual Education Programs Inhibit English Language Achievement? A Report on an Illinois Experiment. Summary of Impact of Title VI-B Funds on the Education of Oregon's Handicapped Children, June 1968-June 1973. ED 118 703 Elementary School Evaluation (Title V, Part C, Public Law 89-10). Follow Through: Lessons Learned from Its Evaluation and Need to Improve Its Adminis-tration. Report to the Congress by the Comp-troller General of the United States. ED 117 864 A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1973-ED 118 650 Employer-Based Career Education; Evaluation Report, FY 1973. ED 118 587 ED 117 297 ED 118 629 Employer-Based Career Education; FY 73 Evaluation Report. Summative Evaluation Report 3: Interim Programing (Broadcast) Evaluation Report. Programming as an Instrument for Community ED 117 300 ED 117 295 Involvement: Designing Topical Television Programs for Rural Adult Audiences. Satellite Technology Demonstration Technical Report No. 0503. Evaluating an Alternative High School Program: A Beginning. The Title I, ESEA Program in Minneapolis: 1974-75. An Evaluation. ED 118 656 Evaluating Training Effectiveness and Trainee Achievement: Methodology for Measurement Title VIII Student Support Program: Min-neapolis Public Schools, Final Evaluation Re-ED 118 084 Television Program Complexity and Ratings. ED 118 145 of Changes in Levels of Cognitive Competence. Manuals for Evaluation of Family Planning and ED 118 643 Training in Nontraditional Research. Student Development Staff Papers, Vol. VI, No. !, 1975-76. Population Programs, Number 8. Programing Languages
Decomposition: A Strategy for Query ED 118 579 An Evaluation of Manpower Programs for Young Men, 1964-1972 Based Upon the Na-tional Longitudinal Surveys. Final Report. ED 117 621 A Glossary of LOGO Primitives. Artificial Intelligence Memo Number 315. Transition from Italian. ED 118 647 ED 117 984 Evaluation of Medical Nurse Practitioner Pro-Winning Public Support of a Desegregated School System. Title III ESEA Progress Report, School District 151 (South Holland, Illinois). gram: Participant Instrument No. 1. LLOGO: An Implementation of LOGO in LISP. Artificial Intelligence Memo Number ED 118 589 Experience-Based Career Education; Final Evaluation Report, Fy 1974. Volume 1. ED 118 693 Program Guides
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ED 117 477 Consumer Education: How to Conduct Com-ED 118 310//
Experiences in Rural Mental Health. IV:
Strengthening Existing Resources -- Helping the ED 118 587 Employer-Based Career Education; Evaluation Health Start Analysis Plan and Data Collection Instruments for Second Program Year. Work-Report, FY 1973. Helpers. Final Report (1975). Unified Studies Program. Unified Studies Report No. I:10. ing Paper: 964-2. Experiences in Rural Mental Health. V: Creating Alternatives to Clinical Care. ED 118 595 Individualized Instruction and Tracking in Individualized Instruction and Career Education. A Research Report.

ED 117 479 ED 118 312// Experiences in Rural Mental Health. VI; Pro-Guidelines for Assisting Districts in Planning and Implementing Early Childhood and Basic gramming School Mental Health. ED 118 313//
Experiences in Rural Mental Health. VII:
Promoting Self-Help with Educational Pro-The Introduction of Innovative Instructional Skills Development Programs, 1975. Systems: Implementation and Program Evalua-tion. Section 1. The Practitioner: Selection, Inservice Education: A Method for Organizing and Implementing Inservice Programs Based on Participants' Interest and Needs. Training, and Program Evaluation; Section 2. Degree of Implementation and Classroom Ob-Experiences in Rural Mental Health. VIII: Programming and Administrative Problems. Languages for Special Purposes. ED 118 619 Learning and Growing through Tutoring. A ED 118 315// Experiences in Rural Mental Health. IX: Measuring and Monitoring Stress in Communities. Long-Range Career Education Plan Frederick Community College. Parts I, II, III. Case Study of Youth Tutoring Youth. ED 118 661 Legitimizing Education for Individual Life Styles: School of Survival. Final Evaluation Re-ED 118 316// A Planning Guide for Developing the ESL/ABE Instructional Program. Book 3. Handbook for the ESL/ABE Administrator. Handbook for a Parent-School-Community In-

volvement Program.

FD 118 654

FD 118 709

port 1974-75.

М

ED 118 614

2/8	Subject Index	
Preparin Teachers	g Educational Proposals	ED 117 520 A Guide for
Staff De	velopment Consideration I for the Toledo Public So	ED 118 562 is. An Outline
	Theory and Education's	ED 117 839
		ED 117 794
Program Nurse T with Ade Accompa gress, Fire	Proposals raining Act of 1975. Re ditional Views and Mino any H.R. 4115], Ninety rst Session, House of Rep	port Together rity Views [to y-Fourth Con- presentatives. ED 117 384
Preparin Teachers	g Educational Proposals.	
Progressis	ve Relaxation	ED 118 562
Progressi	ive Relaxation Training:	A Manual for
		ED 117 637//
	enchmark e Courts.	
Civil Cor	urts.	ED 118 493
Evidence	before the Court.	ED 118 494
Fair Pro		ED 118 489
	Justice. Second Edition.	ED 118 492
		ED 118 488
	Rights. Second Edition.	ED 118 490
Small Cl	aims Court.	ED 118 491
Project D	IALIB	
The Cos Technica	at of On-Line Bibliograp al Report 003-75-01.	
	pact of On-Line Search Operations and Users.	
Project D	iscovery Through Out	ED 118 088
Education		
ESEA T	itle III Project.	ED 118 339//
Project F.		
Project I	FAST: Final Report.	ED 117 923
Project Training	FAST: [Functional An]: Adopter/Facilitator Inf	ED 117 926 alysis Systems formation. ED 117 925
Project For FOCUS: Dealing	ocus Dissemination A Successful High Schowith Disaffected Youth.	ol Program for
Dunlant F	ollow Through	ED 118 714
Follow Evaluati tration.	Through: Lessons Lear on and Need to Improv Report to the Congress ceneral of the United Stat	by the Comp- tes.
A Summon Foll 11974.	nary of Six Major Evalu low Through in Philad	
Project U	lead Start	ED 118 629
The Ad Parent-C	vocacy Components of S Child Centers: A Final Re	Six Head Start eport. ED 118 244
the Prof	hildhood Education: An lession. Second Edition.	Introduction to
Head St Third A of Healt gress of to Hand	tart Services to Handica annual Report of the U. th, Education, and Welfa the United States on Ser licapped Children in Proj	pped Children. S. Department are to the Con- rvices Provided
	OUTREACH Evaluation	ED 118 239
Project L	lealth Start	ED 117 884
Health Instrum	Start Analysis Plan and I ents for Second Program er: 964-2.	Data Collection n Year. Work-

dex	
posals.	ED 117 520 A Guide for
rations blic Sch	ED 118 562 An Outline tools.
	oals. ED 117 794
or Kenn	ort Together ty Views [to Fourth Con- esentatives. FD 117 384
posals.	ED 117 384 A Guide for ED 118 562
ining: A	Manual for
	ED 117 637//
	ED 118 493
	ED 118 494
	ED 118 489
ition.	ED 118 492
ition.	ED 118 488
	ED 118 490
	ED 118 491
1	ic Searching.
	ED 118 087 Services on
ers.	ED 118 088
Outd	oor
Establis Specia	hing an Out- al Education,
1	ED 118 339//
	ED 117 923
t. al Anal tor Info	ED 117 926 lysis Systems rmation. ED 117 925
on	
School outh.	Program for ED 118 714
1	ad from Its
mprove igress bed State	ted from Its Its Adminis- by the Comp- s.
Evalua Philade	ED 118 587 ation Reports alphia, 1973-
	ED 118 629
ts of Si nal Rep	x Head Start ort. ED 118 244
tion	troduction to
ndicap	ED 118 260// ped Children. Department
weitar	e to the Con-
n Proje	ices Provided ct Head Start. ED 118 239
uation.	ED 117 884
and D	
and D	ata Collection

ED 118 595		
Project Kramer		
Center for Early Development and Education Progress Report, 1971-72.		
Progress Report, 1971-72.		
ED 118 224		
Projects Science Education Newsletter No. 28.		
ED 118 422		
Project SHARE		
Project SHARE: Sharing High-Yield Accounta-		
bility with Resource Educators. ED 117 915		
Promotion (Occupational) Career Progression Systems in the Internal		
Career Progression Systems in the Internal Labor Market for a Multi-plant Manufacturing		
Corporation. ED 117 329//		
Pronouns		
Japanese Terms of Address: Some Usages of the First and Second Person Pronouns. Papers		
in Japanese Linguistics, Vol. 1, No. 2. ED 117 933		
Pronouns and Variables.		
Pinha Dialogation		
Right Dislocation. ED 117 974		
Pronunciation		
On the Psychological Reality of Underlying		
Phonological Representations.		
Property Accounting Build Your Own Inventory System. Annual		
Cost: \$100.00 (Approximate) Fixed Assets		
Materials and Supplies. The Practical Elements for a Computerized, Continuing Inventory System in Schools and Use in Determining a		
System in Schools and Use in Determining a		
Measure for Instructional Cost.		
ED 117 790		
Property Taxes		
Property Taxation and the Finance of Educa- tion. TRED 7.		
ED 117 844//		
Psychoeducational Processes		
Selected Individual Difference Variables and Their Relationships to Student Perceptions of		
Socio-Psychological Climates. Technical Report		
No. 353.		
ED 117 622		
Psycholinguistics		
Diagnostic and Prescriptive Strategies Designed to Bring Back the Joy.		
ED 117 682		
Norms of Descriptive Adjective Responses to Common Nouns.		
ED 117 945		
One System or Two-An Analysis of a Two-		
Year-Old Romanian-English Bilingual's Phonology. Papers and Reports on Child Lan-		
guage Development No 0		

140. 333.	ED 117 622
sycholinguistics Diagnostic and Prescri	ptive Strategies Designed
to Bring Back the Joy.	ED 117 682
Norms of Descriptive	Adjective Responses to

One System or Two/		
	n-English	Bilingual
Phonology. Papers and guage Development, No		Child Lar
On the Psychological	Reality of	ED 117 99 Underlyin
Phonological Represent		

ED 117 968 Spatial and Temporal Relations in the Linguistic and Cognitive Development of Young Children. ED 117 938

Psychological Needs Psychological Curricula. Draft. Paper No. 114. ED 118 528

Conflict, Outcome, and Perception of Women's

Psychological Patterns

ED 117 633 Influence of the Others-Concept on Children's Perceiving the Good Samaritan: Effects of the Behavior of Others on Attributions of Altruism. ED 117 606 Social Facilitation: Effects of Audience and Manipulated Feedback on Performance.

ED 117 589 Social Interaction Involving Depressed Persons ED 117 611 **Psychological Studies**

Satisfaction-Rewards-Performance: Review of the Literature, and a Causal Analysis.

Psychological Tests A Format in Assessing the Mentally Retarded for Vocational Activation Utilizing the Clinician's Insights.

Psychomotor Skills The Effects of Selected Instructional Strategies on Learning Efficiency in Vocational Technical Education Programs: Final Report: Phase 2. ED 117 307 Measuring Empirical Properties of Psychomotor Skills in Different Psychological Environ-

ments. ED 117 542

Psychophysiology
Psychophysiological Correlates of Reading
Dysfunction in Junior College Students with a
Long History of Reading Problems. ED 117 693

Psychotherapy
Progressive Relaxation Training: A Manual for the Helping Professions.

ED 117 637//

Publications Bibliography of Publications and Presentations During FY 1975. ED 117 461 Determinants of Faculty Publication Productivity at Four-Year Colleges.

Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supple-

Policies of Publishers: A Handbook for Order ED 118 072//

Public Health Nutrition and Health with an Evaluation on Nutritional Surveillance in the United States. ED 118 675

Public Health Legislation Developmentally Disabled Assistance and Bill of Rights Act, 1975. Hearing Before the Sub-committee on the Handicapped of the Committee on Labor and Public Welfare, United States Senate. Ninety-fourth Congress, First Session on S. 462. FD 117 386

Public Housing Child Development and the Housing Environ-ment. Volume 1: Statistical Design and Analy-ED 118 482

Child Development and the Housing Environ-ment. Volume 2: Housing Program Survey. ED 118 483

Publicize Advertising Appeal. ED 117 508 Consumerism Comes to the Community Col-

lege. Topical Paper No. 55. ED 118 205 Deception in Advertising: A Receiver Oriented Approach to Understanding.

Four Institutional Views of Advertising-Per-spectives for Understanding. Advertising Working Paper Number 1.

ED 117 736 Hey, Mom, Who Put the Television in the Closet?

Image of Women in Advertisements: A Preliminary Study of Avenues for Change. ED 118 107

Procedures Used in Child Find Activities ED 117 900 The Social Effects of Advertising as Perceived by Advertising Executives, Businessmen, and the General Public.

ED 117 730

Public Libraries Aiming for Quality; The Five-Year Plan of the Chicago Library System. 1976-1980. ED 118 068

The Cost of On-Line Bibliographic Searching. Technical Report 003-75-01. ED 118 087

		and and and
Developing Public Libraries in Canada, 1535- 1983. Occasional Paper No. 9. ED 118 064//	Public Television Community Survey, San Jose, California, Conducted for KTEH-TV, February 4th - 7th,	Numerical Results from Three Surveys on Book Marketing and Selection. A Publisher/Library Forum.
Guidelines for Audiovisual Materials and Ser- vices for Large Public Libraries.	1974. ED 117 777	Perceptions Regarding the Role of the Voca-
A Library Report for the COEDD District. ED 118 099	Report of the Task Force on Women in Public Broadcasting. ED 118 153//	tional Counselor in Texas. A Report of Research. ED 117 466
Look, Listen, Explain; Developing Community Library Services for Young Adults. ED 118 115//	A Viewer Survey of the Expanded WBGU-TV Audience, Bowling Green, Ohio. ED 117 775	Procedures for Questionnaire Development and Use in Navy Training Feedback. Final Report. TAEG Report No. 20.
North Dakota Public Library Trustees Manual. ED 118 074	What Happened to the "Public" in Public Television? A Study of Public Television and	A Study of the Success and Work Expectancies
Recommendations for Audiovisual Materials and Services for Small and Medium-sized Public Libraries.	Popular Participation in Cattaraugus County, New York. ED 118 305//	of Public Service Career Employees. Final Report. ED 117 353
A Report on Libraries.	Publishing Industry	Questions
ED 118 098	Improving the Dissemination of Scientific and Technical Information: A Practitioner's Guide to Innovation. (Final Report).	The Role of Question-Answer Interactions in Language Development.
Public Officials National Roster of Spanish Surnamed Elected	ED 118 151	Terminal Raising Intontations and Questions in
Officials. ED 118 344//	Numerical Results from Three Surveys on Book Marketing and Selection. A Publisher/Library Forum.	Japanese: An Inquiry Based on Acoustic. Phonetic Data. ED 117 943
Public Opinion	ED 118 073// Policies of Publishers: A Handbook for Order	Race Relations
A Coorientational Study of Wisconsin State Senators: Their Role in the Communication Process.	Librarians. ED 118 072//	White Teachers, Black Schools, and the Inner City: Some Impressions and Concerns. ED 118 659
ED 117 723	Puerto Ricans	
External Forces Affecting Higher Education. NACUBO Professional File. Vol. 7, No. 5. ED 118 016	Ford Foundation Assistance to Puerto Ricans. ED 117 603 A Proposal for the Development of Ramon E.	Racial Attitudes Racial Attitudes and the Pedagogy of Human Relations in an Urban Setting.
The Mass Media, Public Opinion, and Public	Betances Community College. Final Report.	Racial Identity and Intergroup Attitudes of
Policy Analysis: Linkage Explorations. ED 117 744// People's Conceptions of Mass Media: A Study	Puppetry	Black Children in Segregated and Desegregated Schools.
about the People's Conceptions as to the Sig-	Puppetry in Compensatory Education. ED 118 702	ED 118 683
nificance of the Mass Media and Their Func- tions before and after the Introduction of	Purchasing	The Relation of Inter-Racial Contact and Other Factors to Outcomes in the Public High
Television. ED 117 705	Advertising Appeal.	Schools of Indianapolis. ED 118 716
Public Opinion in America. ED 117 705 ED 117 745//	Cost Differentials and the Treatment of Equip-	Racial Balance
Public Policy	ment Assets: An Analysis of Alternatives. ED 117 822	San Diego Mesa College Affirmative Action Policy.
Alternatives for Reorganizing Large Urban	Shopping. Teaching Guide. ED 118 522	ED 118 193
School Districts. Volume I: Report of Findings. ED 118 685 Alternatives for Reorganizing Large Urban Unified School Districts. Volume 2: Appen-	Supermarket Project. Teaching Guide. ED 118 523 Understanding Credit. Teaching Guide.	Racial Composition Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1974-1975. Volume
dixes.	ED 118 525	10. ED 118 163
ED 118 686 Elements of Information Resources Policy: Library and Other Information Services.	Qualifications Scholarships, Fellowships, and Loans. Volume 5.	Progress Report on Implementation of Desegregation Plans. ED 118 699
Revised Edition. ED 118 067	ED 118 050//	Racial Differences
Income, Ability, and the Demand for Higher	Quality Control Symposium: The Care and Feeding of Test	Interracial Communication.
Education. Discussion Paper No. 293-75. ED 118 002 The Mass Media, Public Opinion, and Public	Constructors. ED 118 612	Racial Difference in the Prediction of Class "A" School Grades. Final Report.
Policy Analysis: Linkage Explorations. ED 117 744//	Quarter System Year-Round Education at the University of	The Relation of Inter-Racial Contact and Other
Premises and Programs for a Learning Society. ERIC/Higher Education Research Report No.	Minnesota Technical College, Waseca. ED 118 177	Factors to Outcomes in the Public High Schools of Indianapolis.
8. ED 118 024	Ouery Processing	ED 118 716
Public Relations	Decomposition: A Strategy for Query	Racial Discrimination Children's Responses to Color as a Determi-
Consumerism Comes to the Community Col-	Processing. ED 118 131	nant of Race Attitudes.
lege. Topical Paper No. 55. ED 118 205	Question Answer Interviews	ED 118 266 Racial Factors
Public Schools	The Role of Question-Answer Interactions in Language Development.	Racial and Ethnic Barriers in Counseling.
Shared Accountability: A Pilot Program for Im- proving Education in the District of Columbia	ED 117 963	ED 117 582
Public Schools through Community and Profes-	Questioning Techniques The Humanistic Interviewer.	Racial Integration On Alternatives to Busing.
sional Involvement. ED 118 671	Instructional Discussion.	Compulsory Racial Balance in the Schools.
Public Schools Energy Conservation Service Conserving Energy in School Buildings.	Questionnaires	Progress Report on Implementation of
ED 117 858	Career Education Program: FY 1974: Final	Desegregation Plans. ED 118 699
Public School Teachers The Open Education Advisor.	Evaluation Report: Volume 2. Appendix. ED 117 294	Racism
ED 118 717	Experience-Based Career Education; Final Evaluation Report, FY 1974. Volume 2 (Appendix).	Articles on Non-Sexist, Non-Racist Children's Literature. ED 117 654
Public Speaking Research Guide in Speech.	ED 117 299	Guidelines for Creating Positive Sexual and Ra-
ED 117 771//	Final Evaluation Report of the NWREL Ex- perience-Based Career Education Program.	cial Images in Educational Materials. ED 117 687
Public Support Winning Public Support of a Desegregated	Inservice Education: A Method for Organizing	Radio
School System. Title III ESEA Progress Report, School District 151 (South Holland, Illinois). ED 118 693	and Implementing Inservice Programs Based on Participants' Interest and Needs. ED 117 455	You Can't Kill a Wasp with a Postage Stamp, or How to Teach 'Em to Pass Element Nine. ED 118 083

Radio Technology You Can't Kill a Wasp with a Postage Stamp, or How to Teach 'Em to Pass Element Nine. ED 118 083

Railroad Stations

Reusing Railroad Stations, Book 2. A Report. ED 117 830

Rail Transportation

Reusing Railroad Stations, Book 2. A Report. ED 117 830

Rating Scales
Child Behavior toward Parent: An Inventory and Factor Analysis. ED 117 620

Content Validity and the Uses of Student

Criteria for Excellence in Reading: An Evalua-

The Development of Scales to Measure Attitudes toward Reading.

Evaluation of Medical Nurse Practitioner Program: Participant Instrument No. 1.

ED 118 589 An Evaluation of Teacher Rating, Reading Readiness, and Kindergarten Achievement as Predictors of First-Grade Vocabulary and Comprehension Achievement.

Television Program Complexity and Ratings. ED 118 145

Rational Therapy RET [Rational Emotive Therapy] Abolishes Most of the Human Ego. ED 117 638

Reaction Time

Modification of Impulsivity in Young Children. ED 118 232

Reactive Behavior

Perceiving the Good Samaritan: Effects of the Behavior of Others on Attributions of Altruism

Readability

Criteria for the Instructional Level of Reading. ED 117 665

An Effectiveness Evaluation Between Manual and Automated Readability Techniques. CNETS Report 5-75. Counting ED 117 664

Readability Analysis of SRA Power Builders; An Examination of the Readability Levels of the Power Builder Component of the SRA Reading Laboratory IIIB as Measured by the Dale-Chall Readability Formula.

The Reading Process: A Framework for Analysis and Description.

Reading

MI

Project F. A. S. T. Facilitating Academic Study Techniques for Handicapped Children. Volume 1. Final Report. ED 117 866

Reawakening the Imagination. ED 117 657

Reading Achievement

An Analysis of Two Approaches Used in Teaching Reading and Study Skills Improvement in a Two-Year Community College.

ED 117 672//

Books as Reinforcers of Reading Performance: An Investigation of Their Relative Effective-

ED 117 673// A Comparison of Reading and Vocabulary Achievement of Elementary Students Taught with Two Reading Teaching Methods.

ED 117 670// The Effect of Instruction in Test-Taking Skills on the Standardized Reading Test Scores of White and Black Third-Grade Children of High and Low Socioeconomic Status.

ED 117 677// Effects of the "Auditory Discrimination in Depth Program" on Auditory Conceptualization and Reading Achievement. ED 117 675//

An Evaluation of Teacher Rating, Reading Readiness, and Kindergarten Achievement as Predictors of First-Grade Vocabulary and Comprehension Achievement.

Oversight Hearing on Reading Programs and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elemen-tary, Secondary, and Vocational Education of Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13,

ED 117 688 The Relationship between Self-Concept and Reading Achievement During the Elementary School Years.

ED 117 666// The Relative Effectiveness of the Classroom Discussion Approach and the Tutorial Ap-proach to Literature for the Development of Adolescent Ego Identity.

ED 117 756// The Successful Teacher of Reading: An Optimistic Explainer of Variance. ED 117 661

Reading Comprehension

Comprehension of Written Syntactic Structures by Good Readers and Slow Readers. ED 117 655 Conference on Studies in Reading. Summaries of Panel Reports, Panels 1 through 10

Conference on Studies in State of Panel Reports, Panels 1 through 10 (Washington, D.C., August, 1974). Criteria for the Instructional Level of Reading.

ED 117 665 Developing Reading Skills through Subject Areas; A Handbook for Secondary School Edu-

The Effects of Choice on Children's Reading Comprehension and Attitudes.

Measurement and Productivity in School Reading Programs: Main Report and Technical Ap-

Project F. A. S. T.: Facilitating Academic Study Techniques for Handicapped Children. Volume 2. Final Report.

ED 117 867 The Reading Process: A Framework for Analysis and Description.

ED 117 651//

Reading Consultants

Experimental Program for the Improvement of Teacher Competency in Reading; A Comparison between Remedial Reading Classroom Instruction and Specialized Remedial Reading Instruction Outside of the Regular Classroom. ED 117 656

Reading Development

Reading: Activities that Work.

ED 118 705

Reading Diagnosis

Criteria for the Instructional Level of Reading Diagnostic and Prescriptive Strategies Designed to Bring Back the Joy.

ED 117 682 Reading Strategy Project, 1974-75 Evaluation.

ED 117 692 Summative Evaluation of Diagnostic and Prescriptive Reading Instruction K-6 Course, Spring, 1975. (Evaluation: DPRI 2).

ED 118 141

Reading Difficulty
A Comparison of Remedial and Non-Remedial
Readers on Selected Perceptual Style Varia-

Prevent Reading Disabilities.

ED 117 641 Suprasegmental Aspects of Reading Inter-

ED 117 691

Reading Habits

Attitudes Toward Reading Scale.

ED 117 647 The Development of Scales to Measure Attitudes toward Reading. ED 117 669// Immediate Versus Delayed Reward in Newspaper Reading.

ED 117 735 Language: A Study of Fundamental Skills. No.

Social Reinforcement to Increase the Utilization of Library Books by Sixth Grade Pupils

Two Studies of Mass Media Use by Contemporary Young Adults. News Research Bulletin No. 5.

ED 117 702 Why People Subscribe and Cancel; A "Stop-Start" Survey of Three Daily Newspapers. An ANPA News Research Center Study, News Research Bulletin, No. 3.

Reading Instruction All About Reading.

ED 117 663 An Analysis of Two Approaches Used in Teaching Reading and Study Skills Improvement in a Two-Year Community College.

ED 117 672// An Annotated Bibliography on Volunteer Tutoring Programs.

ED 117 662 Ascertaining Knowledge of Reading with the Artley-Hardin Inventory.

ED 117 679 A Comparison of Reading and Vocabulary Achievement of Elementary Students Taught with Two Reading Teaching Methods.

ED 117 670// Criteria for Excellence in Reading: An Evalua-

Diagnostic and Prescriptive Strategies Designed

to Bring Back the Joy.

Effects of the "Auditory Discrimination in Depth Program" on Auditory Conceptualization and Reading Achievement.

ED 117 675// Game Power for Phonics.

ED 117 640// Patterns of Peer Tutoring. Final Report. ED 117 695

Prevent Reading Disabilities Programmed Instruction in Reading Correlated

with Student Characteristics and Program Vari-ED 117 671//

Research in Reading and the Language Arts. ED 117 645

SSRG (Study Skills for Reading). ED 117 652

Teacher Competence and Effective Reading Instruction (In the Middle Elementary Grades)

Teacher Competencies: California Beginning Teacher Evaluation Study. ED 117 861

Teaching to Read: Historically Considered. The Areas of Legislation and Certification as They Affect the Demand for Graduate Studies

in Reading Education.] Trans-ACTIONS: Activities for Involving Stu-

ED 117 678 You, Your Child and Reading. A Reading Program for the Parent. ED 117 659//

Reading Interests

Attitudes Toward Reading Scale.

ED 117 647 A Banquet of Books. An Assortment of Engrossing Books for All Ages and Reading Levels. ED 117 681

The Development of Scales to Measure Attitudes toward Reading.

ED 117 669// Diagnostic and Prescriptive Strategies Designed to Bring Back the Joy.

ED 117 682 The Effects of Choice on Children's Reading Comprehension and Attitudes.

Generating Literary Appreciation (Amon High School and College Students). Report 1.

ED 117 740 Why People Subscribe and Cancel; A "Stop-Start" Survey of Three Daily Newspapers. An ANPA News Research Center Study, News Research Bulletin, No. 3. ED 117 701

Reading Materials A Banquet of Books. An Assortment of Engrossing Books for All Ages and Reading

Materials for the Study of Chinese.

ED 117 947 Project F. A. S. T.: Facilitating Academic Study Techniques for Handicapped Children. Volume 2. Final Report.

Readability Analysis of SRA Power Builders, An Examination of the Readability Levels of the Power Builder Component of the SRA Reading Laboratory IIIB as Measured by the Dale-Chall Readability Formula.

ED 117 685 Teaching Aids for Consumer and Homemaking Programs. ED 117 541

Reading Processes

Comprehension of Written Syntactic Structures by Good Readers and Slow Readers. FD 117 655

The Reading Process: A Framework for Analysis and Description. ED 117 651//

Reading Programs

Criteria for Excellence in Reading: An Evaluation Scale.

Final Evaluation Report of the Title I, ESEA Pilot Cooperative Project [West Helena, Ar-

ED 118 712 Implementing the Texas Right-To-Read Program Procedures in the East Central Independent School District Phases II, III, and IV.

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Traditional

ED 118 352//

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ED 117 761

ED 118 120

FD 118 501

The Relationship between Self-Concept and Reading Achievement During the Elementary School Years. The Relative Effectiveness of the Classroom Discussion Approach and the Tutorial Approach to Literature for the Development of Adolescent Ego Identity. ED 117 756// RET [Rational Emotive Therapy] Abolishes Most of the Human Ego. Understanding the Troubled Youngster in the Classroom. (Chapter Two: Using Knowledge about Ego Development to Make Learning a Gratifying Experience.) Self Concept Tests Racial Identity and Intergroup Attitudes of Black Children in Segregated and Desegregated Self Control Use of Self-Control Procedures in the Counselor Education Program at Michigan State ED 117 601 **Self Evaluation**

A Process for Group Action: Pattern of Healthful Living, Level 5. A Values Curricu-lum, Second Revision.

Reaching out: Pattern of Healthful Living, Level 7. A Values Curriculum, Second Revi-

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Finger Spellers and the "Magic Circle"

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Who Is Blind.

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The Hidden Injuries of Class.

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RET [Rational Emotive Therapy] Abolishes

Most of the Human Ego.

Sex Differences in Self-Evaluation of Academic Achievement and Ability. ED 117 605 Springfield School District Youth Placement ED 117 491 Self Help Programs Experiences in Rural Mental Health. VII: Promoting Self-Help with Educational Pro-Self Incorporated
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The Effects of a Superordinate Context on the Learning and Retention of Facts for Second and Fourth Grade Children. FD 117 644 On Generalizing Meaning. FD 117 988

Norms of Descriptive Adjective Responses to Common Nouns ED 117 945 On Processing Conditional Sentences ED 117 973 Pronouns and Variables. ED 117 942

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Equivalency Testing for Allied Health Man-power in Maryland. ED 118 634

Seminars

Semiskilled Workers The Hidden Injuries of Class. ED 117 484//

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Sensory Aids Tactile Media for the Visually Handicapped. ED 118 152

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A Prelanguage Program for Five Severely Retarded Children. FD 117 872

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Sex Differences

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ED 117 830
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ED 117 475
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The Only Child.

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ED 117 643

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ED 118 475
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dent Project. ED 118 440

Single Students
Counseling the No-Longer Married Woman.
ED 117 630

Skiing
Rotations of Lower Limbs in Skiing.
ED 118 568

Skill Analysis

Measuring Empirical Properties of Psychomotor Skills in Different Psychological Environments.

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A Model for Implementing Career Education
Within an Existing Curriculum.

ED 117 600
Natural Resources Management: Course of Study.

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Supplemental Skill Development Program
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Canadian Community Colleges; Program
Groupings and Projected Outputs to 1980/81.
ED 118 172

6

МΙ

ED 118 707

Slum Schools

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Title III.

ED 118 697

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Small Schools Task Force. Final Report.
ED 117 804

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A Comparison of the Long Range Benefits of Graduation from Special Vs. Mainstream School for Mildly Mentally Handicapped Students.

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Social Attitudes
Career Development of Women.

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An Empirical Investigation of a Belief Comparison Change Model.

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ED 118 267

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On Alternatives to Busing.

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ED 118 476

The Hidden Injuries of Class.

Social Development

Early Social Development: Parent and Child
Programs.

ED 118 240

The Others-Concept and Adult Behavior in
Small Groups.

ED 117 599

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The Hidden Injuries of Class.

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The Role of Question-Answer Interactions in
Language Development.

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Analysis of Factors Related to the Educational Plans of Iowa Vocational Agriculture Students. ED 117 438
Anglo Poverty in the Rural South. ED 118 304//
Differences in Social Distance Attitudes

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The Impact of Mass Media.

Perceiving the Good Samaritan: Effects of the Behavior of Others on Attributions of Altruism. ED 117 606 Power: The Anchor of Stability, the Lever of Change. (Notes Towards a General Theory of Being and Society).

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Developmental Changes in Problem Solving as a Function of Level of Socialization. ED 118 212

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A Basic Course.

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Verbal Reinforcement During Therapy with Stutterers. ED 117 902//

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The Establishment of a Center for Multiple-Handicapped Children. ED 117 916

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FD 118 013

ED 118 006

FD 117 537

ED 118 198

ED 117 513

ED 117 426

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ED 118 199

ED 118 168

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ED 118 617

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A Comparison of Need-Reinforcer Correspondence Indices as Predictors of Job Satisfaction.

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The Effects of Physical Attractiveness on Attributions of Causality for Success and Failure. ED 117 588 Stimulation and Evaluation Report.

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Stress (Phonology)
On the Psychological Reality of Underlying Phonological Representations. ED 117 968

Stress Variables An Evaluation of the Etiologic Role of Stressful Life Events in Psychological Disorders. ED 118 670 Experiences in Rural Mental Health. IX: Measuring and Monitoring Stress in Communities.

Intelligence and Personality Revisited: An Experimental Approach. ED 118 591

Structure (Psychological)

The Concept of Structure in CognitiveDevelopmental Theory.

Student Ability Adaptive Testing as a Significant Process in ED 118 577 Expectation Effects on Performance Evalua-ED 118 258

Student Alienation FOCUS: A Successful High School Program for Dealing with Disaffected Youth. ED 118 714

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Development. ED 118 444	day Morning Broadcast and a Summi port.
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A Checklist for Omission of Frequent Vocabulary in Elementary German Textbooks: A Textbook Selection Aid. ED 117 350// Emerging Woman: Career Analysis and Out-ED 117 348// The Florida Position and Career Edu ED 117 312 The Current Status of Audiovisual Definitions Super Career Development Inventory (Form 1); Preliminary Research and Field Trial in Brazil. and Terminology: An International Perspective. ED 118 093 Developing Reading Skills through Subject Areas; A Handbook for Secondary School Edu-ED 118 655

ED 117 683//

Dual Audio Television: An Evaluation of a Six-

A Handbook of Standard Terminology and a

Guide for Recording and Reporting Informa-tion about Educational Technology. ED 118 091

The Effects of Morphological Systemization on

A Format in Assessing the Mentally Retarded for Vocational Activation Utilizing the Clini-

Month Public Broadcast.

Vocabulary Development

Memory Retention.

cian's Insights.

Vocational Adjustment

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1975 Graduates Placement Report: New

Abstracts of Instructional and Research Materials in Vocational and Technical Education An-

nual Index: 1975. Volume 8, Numbers

Aides to Career Education, 1974-75: An

ED 117 419

Hampshire Technical Institute and Hampshire Vocational-Technical Colleges.

Through 6.

Evaluation.

ED 117 404 Commercial Contract Training, Marine Corps Area VOTEC Support Center (AVSC) Guidelines. Final Report. ED 117 486 Common Affective Domain Competencies of Students Among Vocational Areas: A Mini-Grant Research Project. Final Report. ED 117 440 A Concurrent Validity Study Relating the Armed Services Vocational Aptitude Battery to Success in High School Vocational-Technical Courses. AFVTG Technical Research Report Number 74-5. Coordination in Cooperative Vocational Edu-EPDA [Education Professions Development Act] Leadership Development Program. Final Report. ED 117 356 Evaluation of the Training Component of the Servicio National de Desarrollo de la Comu-Follow-Up Study of 1975 Voc/Tech Alumni. Research Report Series, Vol. 7, No. 6. ED 118 188 A Guide and Policy Manual of Vocational In struction and Supportive Services for Disad-vantaged and Handicapped Persons. ED 117 545 The Importance of Vocational Education in the Total Education Picture. Improving Occupational Programs for the Han-Literary-Vocational Relationships in the American Educational Context, From 1820: Implications for Instruction. ED 117 716// Long-Range Career Education Plan for Frederick Community College. Parts I, II, III. ED 118 203 Metrics for Mechanics and Other Practical People. Oklahoma State Mini-Plan for the Administra-tion of Vocational Education Under the Vocational Education Amendments of 1968 ED 117 426 Oklahoma State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968. Parts 1 and 2. ED 117 425 Professional Development Planning Study. Professional Development Figure 1974 and 1975, Final Report.
ED 117 517 Relating the ASVAB (Armed Services Vocational Aptitude Battery) to Career Guidance and Occupational Education. Semiannual Report on State Research Coordinating Unit Activities for the Period January 1, 1975-June 30, 1975. Suggested Guidelines for Establishing Voca-tionally Oriented Programs for Special Educa-ED 117 612 Vocational Education: Alternatives for New Federal Legislation. ED 117 319 Vocational Education: Student Needs. FSU Graduate Program. ED 117 550 Vocational Guidance Personnel. FD 117 614 **Vocational Maturity** Career Education: An Initial Look. A Needs Assessment Report. ED 117 343 Development Report on the Texas Career Education Measurement Series.

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ED 118 655

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ED 117 795 An Annotated Bibliography on Volunteer Tu-ED 117 662 Voluntarios Educationales: Un Manual para Coordinatores de Programas de Voluntarios. Volunteers in Education: A Handbook for Coordinators of Volunteer Programs. ED 117 341 Volunteer Training
An Annotated Bibliography on Volunteer Tutoring Programs. ED 117 662 Aspects of Bordeaux French Phonology. ED 117 987

Occupational Choice: A Conditional Logit Model with Special Reference to Wage Sub-sidies and Occupational Choice. Final Report. ED 117 482 Wages and Salaries Paid Support Personnel in Public Schools, 1975-76. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 117 800//

Adults Learning Welsh (A Study in Motiva-tion). Pamphlet No. 13. ED 117 962 Bilingualism and Non-Verbal Intelligence: A Study of Test Results. Pamphlet No. 4 ED 117 959 The Construction and Use of Standardised Tests of Intelligence and Attainment. Pamphlet

UMI

A Review of Problems for Research into Bilingualism and Allied Topics. Pamphlet No. 1. ED 117 956 Teaching Welsh as a Second Language: A Bibliography. Pamphlet No. 11. ED 117 961

ED 117 958

Welsh Linguistic Background Scale. Pamphlet No. 2. ED 117 957 A Welsh Word Recognition Test. Pamphlet No. ED 117 960

Second Generational Effects of War-Induced Separations: Comparing the Adjustment of Children in Reunited and Non-Reunited Fami-ED 117 629

Washington The Estimated Fiscal Impact of Extending Resident Tuition and Fee Status to All G. I. Bill ED 118 161 Planning and Policy Recommendations for Washington Postsecondary Education 1976-1982. Draft.

ED 117 996 Task Force on Board Relationships. Final Re-

Water Pollution Control An Approach to the Evaluation of EPA Training Course Effectiveness with Recommenoa-tions for Improvement of Future Courses and Assessment Techniques. ED 118 652

A Multidisciplinary Approach to Solving Community Water Problems. Information Report

Water Resources A Multidisciplinary Approach to Solving Community Water Problems. Information Report

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ED 118 081 WBGU A Viewer Survey of the Expanded WBGU-TV Audience, Bowling Green, Ohio.

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ED 117 775

Welfare Welfare Dependency and Low Income Labor Markets [and] A Markov Model of Turnover in Aid-to-Families with Dependent Children. ED 117 332

Welfare Recipients
Physical Rehabilitation and Employment of
AFDC Recipients. Final Report: Feasibility Stu-Welfare Dependency and Low Income Labor Markets [and] A Markov Model of Turnover in Aid-to-Families with Dependent Children. ED 117 332 Work and Welfare Patterns in Low Income

Adults Learning Welsh (A Study in Motiva-tion). Pamphlet No. 13. Bilingualism and Non-Verbal Intelligence: A Study of Test Results. Pamphlet No. 4. The Construction and Use of Standardised Tests of Intelligence and Attainment. Pamphlet A Review of Problems for Research into Bilingualism and Allied Topics. Pamphlet No. 1.

Teaching Welsh as a Second Language: A Bibliography. Pamphiet No. 11. ED 117 961 Linguistic Background Scale. Pamphlet No. 2. ED 117 957

A Welsh Word Recognition Test. Pamphlet No. ED 117 960 Western Australian Institute of Technology

Improving Accuracy of Assessment Procedures

A General Analysis of the Audience of WGBH, Boston, Massachusetts. ED 117 776 Wilbur Wright College

Wright College Student Profile (A Study of Student Enrollment and Characteristics).

ED 118 181 Wildlife Management Natural Resources Management: Course of Stu-

ED 117 500 Collective Negotiations and Teachers' Salaries: Some Evidence from Wisconsin.

Survey of Machine-Readable Bibliographic and Numerical Data Bases and Related Services in Wisconsin. ED 118 100

Wisconsin (Camp Phantom Lake) Outdoor Education Guide-Handbook, Wau-kesha Public Schools. ED 118 342

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ED 118 107 Liberating Our Children, Ourselves. A Handbook of Women's Studies Course Materials for Teacher Educators. ED 118 544

Word Association Norms of Descriptive Adjective Responses to Common Nouns.

Word Frequency A Checklist for Omission of Frequent Vocabu-lary in Elementary German Textbooks: A Text-book Selection Aid.

Word Lists A Checklist for Omission of Frequent Vocabulary in Elementary German Textbooks: A Textbook Selection Aid. Reminiscence: Evidence for Reorganization in Free Recall.

Word Recognition Criteria for the Instructional Level of Reading. The Effects of Morphological Systemization on Memory Retention.

A Welsh Word Recognition Test. Pamphlet No. ED 117 960 You, Your Child and Reading. A Reading Pro-

gram for the Parent. ED 117 659// **Work Adjustment Project** A Comparison of Need-Reinforcer Correspondence Indices as Predictors of Job Satisfaction. Work Adjustment Project Report No. 48. **Work Attitudes** The 1972-73 Quality of Employment Survey. Descriptive Statistics, with Comparison Data from the 1969-70 Survey of Working Condi-Experienced-Based Career Education; Interim Feasibility of Estimating Personnel Turnover from Survey Data-A Longitudinal Study. Final Report for Period December 1973-December 1974. Final Report. The Hidden Injuries of Class. Evaluation Report. ED 117 484// The Measurement of Work-Relevant Attitudes. Final Report. ED 117 515 A Model for Implementing Career Education Within an Existing Curriculum. Working Women ED 117 600 A Study of the Success and Work Expectancies of Public Service Career Employees. Final Report. ED 117 353 Workbooks Final Report. Mathematics for Commercial Foods. ED 117 556 Work Samples Work Environment Vocational Evaluation and Curriculum Modifi-The 1972-73 Quality of Employment Survey. cation. Descriptive Statistics, with Comparison Data from the 1969-70 Survey of Working Condi-Worksheets ED 117 414 Planning, [Arizona] Field Test Report. Vol. 6. Worker's World 1974-75 ED 117 493 Workshops National Productivity and Quality of Working Life Act of 1975. ED 117 451 Proceedings. Nurses in Practice: A Perspective on Work Environments ED 117 358// Toward the Creation of Satisfying Work Places ED 117 857 Work Experience Planning,

The Boundless Resource: A Prospectus for an Education/Work Policy. Potential Uses of the Functional Account Code in Describing Job Requirements. Final Report for Period March 1974-June 1975. ED 117 439 **Work Experience Programs** Career Education Program: FY 1974: Final

Evaluation Report: Volume 1. Career Education Program: FY 1974: Final Evaluation Report: Volume 2. Appendix. ED 117 294 The Career Intern Program: Preliminary Results of an Experiment in Career Education Volume 1. ED 117 351 Career Preparation for Hotel-Motel Manage-ment and Services. Grade 11, Phase I. ED 117 543 Coordination in Cooperative Vocational Edu-

ED 117 350// Employer-Based Career Education; Evaluation Report, FY 1973. ED 117 297

Employer-Based Career Education; FY 73 Evaluation Report. ED 117 300

Evaluating an Alternative High School Program: A Beginning.

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Evaluation Report, Fy 1974. Volume 1.

ED 117 298 Experience-Based Career Education; Final Evaluation Report, FY 1974. Volume 2 (Ap-ED 117 299

Evaluation Report, FY 1974. ED 117 296 Final Evaluation Report of the NWREL Ex-

perience-Based Career Education Program. ED 117 301

New Haven Institute of Allied Health Careers.

ED 117 352 Summative Evaluation Report 3: Interim

ED 117 295 Work Experience and Career Education Programs for Migrant Children. FD 118 289

Educated American Mothers Abroad: Resolving Parent/Work Role Conflicts. ED 117 592

Work Relevant Attitudes Inventory

The Measurement of Work-Relevant Attitudes. ED 117 515

ED 117 315

Planning, Conducting, and Workshops. Workshop Staff Packet. Evaluating ED 117 418//

Career Education: A Challenge of Our Time. National Career Education Workshop

ED 117 506 Job Readiness Workshop. A Resource Manual for Instructing Adult Job Seekers in the Job Search Process. Special Paper No. 20.

ED 117 546 Evaluating Conducting, and Workshops. Workshop Staff Packet. ED 117 418//

Planning, Conducting, Evaluating Workshops. A Practitioner's Guide to Adult Education. ED 117 417//

Work Study Programs

Occupational Work Adjustment Resource Supplement to the Consumer Education Curriculum Guide for Ohio. ED 118 427

World Affairs

Adoption and Adaption Strategies in World

ED 118 444 A University for the World: The United Nations Plan. Fastback 51. ED 118 498

World Geography

Suggested Materials and Themes for a Study of Population in Secondary Social Studies. ED 118 486

World Problems

"Regional Crisis": A Simplified Teaching Simu-FD 118 475 A University for the World: The United Na-

tions Plan. Fastback 51. ED 118 498

Writing

Dual Audio Television Instruction; A Manual

for Writers and Announcers (Draft). ED 118 124 Reawakening the Imagination. ED 117 657

Writing Laboratories

A Teaching Monograph: Co-Designed Laboratory Approach to Writing. ED 117 717//

Writing Skills

A Teaching Monograph: Co-Designed Labora-tory Approach to Writing. Technical Writing for Social Scientists.
ED 117 725//

Using the Affton Scale of Acceptable Written Expression to Decrease Disparity in Teachers Assigning a Level to Pupils' Written Expres-

Year Round Schools
Year-Round Education at the University of
Minnesota Technical College, Waseca.
ED 118 177

Young Adults

Developmental Changes in Problem Solving as a Function of Level of Socialization. ED 118 212

Look, Listen, Explain; Developing Community Library Services for Young Adults. ED 118 115//

Two Studies of Mass Media Use by Contemporary Young Adults. News Research Bulletin

Youth

The Measurement of Work-Relevant Attitudes. Final Report.

A University for the World: The United Na-tions Plan. Fastback 51. FD 118 498

Youth Conservation Corps Act 1970

Amendment

An Act to Amend the Youth Conservation Corps Act of 1972 to Expand and Make Per-manent the Youth Conservation Corps, and for Other Purposes. ED 117 337

Youth Employment

An Act to Amend the Youth Conservation Corps Act of 1972 to Expand and Make Pernt the Youth Conservation Corps, and for Other Purposes.

Springfield School District Youth Placement ED 117 481

Youth Problems

The Incidence and Behavior. Final Report. and Nature of Runaway ED 117 597 Juvenile Justice. Second Edition. ED 118 488

Youth Programs

An Act to Amend the Youth Conservation Corps Act of 1972 to Expand and Make Permanent the Youth Conservation Corps, and for Other Purposes. ED 117 337

Youth Tutoring Youth Program
Learning and Growing through Tutoring. A
Case Study of Youth Tutoring Youth. ED 118 661

Zip Test

Zip Test: Examiner's Manual.

FD 118 303

Zoology Small Game and Waterfowl, Units 2 and 3,

ED 118 377// Songbirds and Birds of Prey, Unit 6, Colorado Division of Wildlife. ED 118 378//

6 МΙ

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

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Aaronson, May

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ED 118 365

Abelson, Hal

A Glossary of LOGO Primitives. Artificial Intelligence Memo Number 315. ED 118 370 LOGO Manual, Draft.

Abelson, Herbert I.

Public Experience with Psychoactive Sub-stances: A Nationwide Study Among Adults and Youth. Part 1, Main Findings. ED 117 598

Abrahamson, John T.

Racial Attitudes and the Pedagogy of Human Relations in an Urban Setting. ED 118 692

Ackerly, Robert L.

The Reasonable Exercise of Authority. II. ED 117 845

Adams, Charles F.

Alienation and the Negotiation Process ED 117 846

Adams, Gerald R.

A Comparative Test of Locus on Control Measures and IQ as Predictors of Children's Task ED 118 248

A Glossary of LOGO Primitives. Artificial Intelligence Memo Number 315. ED 118 370

Ahlgren, Alice E.

Factors Affecting the Adoption of On-Line Search Services by the Public Library. ED 118 086

Ahmed, Manzoor

Attacking Rural Poverty: How Nonformal Education Can Help. A Research Report for the World Bank Prepared by the International Council for Educational Development. ED 118 340//

Ailer, Audrey J.

Career Development Exemplary Project. The First Draft of a Curriculum Guide for Grade ED 117 388 Akins, Andrew

Federal and State Services and the Maine Indian. A Report of the Maine Advisory Committee to the United States Commission on Civil Rights. ED 118 296

Akintola, Jacob

Rural Land Use in the Monongahela River Basin. [Agricultural Experiment Station] Bulletin 641.

ED 118 301

Alberts, Cecil

Game Power for Phonics. ED 117 640//

Alberty, Beth, Ed.

The Open Education Advisor. ED 118 717

Aldrich, Pearl G.

The Impact of Mass Media. ED 117 731//

Alfici, C.

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Alicea, Victor G.

A Proposal for the Development of Ramon E. Betances Community College. Final Report.

Allen, Clayton H.

Interest and Motivation Lead Good Teaching

Allen, Marcia Ellen McGuire

The Only Child.

ED 118 253

Allen Rodney F.

Religion in Elementary Social Studies: Level Three. Teacher's Guide [And Student Materials And] Evaluation Report. ED 118 509

Alley, William E.

from Survey Data—A Longitudinal Study. Final Report for Period December 1973-December 1974.

Almony, John

Menu Cycles.

ED 117 552

ED 117 413

Alpert, Judith
Conflict, Outcome, and Perception of Women's ED 117 633

Alvarez, Rodolfo, Ed.

Delivery of Services for Latino Community Mental Health. Monograph No. 2. FD 118 673

Latino Community Mental Health. Monograph ED 118 672

Alvir, Howard P.

Fundamentals of Modules (An Outline Guide to Accompany Group Discussion Sessions) ED 118 570

Alvord, Jack R. Home Token Economy: An Incentive Program for Children and Their Parents. ED 117 626//

Amarel, Marianne

The Introduction of Innovative Instructional Systems: Implementation and Program Evalua-tion. Section 1. The Practitioner: Selection, Training, and Program Evaluation; Section 2. Degree of Implementation and Classroom Observation. ED 118 619

Amos, Joe Distributive Education 1: Course of Study. ED 117 402

Anderson, Albert

Projections of Population and College Enroll-ment in Michigan, 1970-2000. ED 118 001

Anderson, Howard R.
Selected Test Items in American History. Bulletin Number 6, Fifth Edition. ED 118 496

Anderson, LeMoyne W., Ed.

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Anderson, Margaret A.

Counseling the No-Longer Married Won ED 117 630

Andersson, Theodore

Bilingual Education and Early Childhood.

ED 117 985

308	Author Index	
A d	Constant I	
Nontrad	Grover J. itional Self-Studies in Accreditation. ED 118 15	56
		,0
Andrews Early S	Mary P. ocial Development: Parent and Chi	ld
Program	s.	
	ED 118 24	10
Angus, N	i. J.	
Through	n Teachers' Eyes: Teaching in an Ope rimary School. Technical Report No. ED 118 5:	1.
Anttonom	, Ralph G.	
Evaluati	on Data and Schemes for Summ	er
Happen	ing and Network Schools 1975. ED 118 63	32
Apfel, Na	nev	
Home-B	ased Educational Curricula for	or
Mothers	and Infants.	27
		61
	ohn, Comp. ance-Based Teacher Education:	A
Source	Book. PBTE Series No. 21.	
	ED 118 52	29
Arnstein,	George	
	oes Teacher Certification Stand For?	34
Achen Ce	ouen D	
	g Children in Social Skills for Frien	d-
ship-ma	ED 118 20	63
		00
	, Patricia D.	
Simplifi	ed Recipes for Day Care Centers. ED 118 230	0//
Atkinson	, Marilyn	
Career	Education: Learning with a Purpor	se.
Second	Education: Learning with a Purporary Guide-Vol. 1. Art, English, Indust	ri-
al Arts	, Physical Education, Science, Fig.	eld
i rips ai	nd Guest Speakers. ED 117 4	28
Career	Education: Learning with a Purpo	
Second	ary Guide-Vol. 2. Business. Metri	CS.
Special	Education Field Trip Sites and Gu	-

lustri-7 428 rpose. etrics, Speakers.

Career Education: Learning with a Purpose. Secondary Guide-Vol. 3. French, German, Spanish, Field Trip Sites and Guest Speakers. Career Education: Learning with a Purpose. Secondary Guide-Vol. 4. Home Economics, Family/Community Relations, Home Manage-ment, Foods and Nutrition, Clothing and Tex-tiles, Field Trip Sites and Guest Speakers.

ED 117 431 Career Education: Learning with a Purpose. Secondary Guide-Vol. 5. Mathematics and Career Clusters, Mathematics Related Activity Suggestions, Field Trip Sites and Guest Speakers. ED 117 432

Career Education: Learning with a Purpose. Secondary Guide-Vol. 6. Social Studies, History and Government, Contemporary Issues, Consumer Economics, Sociology and Pscyhology, Career Information, Field Trip Sites and Guest Speakers.

Atkinson, Ronald B. tkinson, Konard B.
Public Experience with Psychoactive Sub-stances: A Nationwide Study Among Adults and Youth. Part 1, Main Findings.

ED 117 598

Learning Task Requirements, Cognitive Styles, and Media Attributes: An Interactive Research Model. ED 118 157

Ausburn, Lynna J.

A Comparison of Remedial and Non-Remedial Readers on Selected Perceptual Style Varia-

Learning Task Requirements, Cognitive Styles, and Media Attributes: An Interactive Research Model. ED 118 157

Auster, Ethel

IML

Automated Retrieval of ERIC Materials: Impli-cations for Canadian Educators.

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Babski, Carl Does Students' Expectation of Teachers Affect Students' Evaluation of Teachers?

Backus, Robert L. Ordinal Expressions in Japanese. Papers in Japanese Linguistics, Vol. 2, No. 1. ED 117 935 Baer, G. Thomas

ED 118 569 Bahr, Gladys A to Z Teaching Activities for Consumer Edu-

Teacher Education Centers.

Bailey, Stephen K.
External Forces Affecting Higher Education.
NACUBO Professional File. Vol. 7, No. 5.
ED 118 016

Bailey, William F.
Life World 2000: A Guide for Teachers ED 118 497

Bailey, William J. Developing Performance Evaluation Systems. ED 117 814

Baker, Curtis O. Students Enrolled for Advanced Degrees, Fall 1972. ED 118 007

Baker, Elaine Perceiving the Good Samaritan: Effects of the Behavior of Others on Attributions of Altruis

Balasubramonian, K.
Do Bilingual Education Programs Inhibit English Language Achievement? A Report on an Illinois Experiment.

Baldi de Mandilovitch, Martha S. Education and Job Satisfaction: A Questionable

Baldwin, James Attrition at New College: A Preliminary and Exploratory Study. Report No. 16. ED 117 999 Summary of Student Course Evaluation for the Year 1974-75. Report No. 18. ED 118 000

Ball, Howard G.
Perceptions of School Media Specialists
Toward a Professional Curriculum of Instruc-ED 118 077

Balliet, Lee Spangler Anglo Poverty in the Rural South. ED 118 304//

Bamberger, Jeanne Developing a Musical Ear: A New Experiment. Artificial Intelligence Memo Number 264. ED 118 364 What's In a Tune. ED 118 369

Banaghan, William F. Vocational Guidance Personnel. ED 117 614

Bannasch, Donald Max Discovery: Guidelines for Establishing an Out-door Education Program in Special Education, ESEA Title III Project. ED 118 339//

Barbe, Richard H. Systems Theory and Education's Goals. Barbour, Nita Hale Teacher Verbal Behavior and Its Relationship to Growth in Child Language. ED 118 573

Barnett, David W. Influence of the Others-Concept on Children's Group Behavior. ED 117 610

Barquest, James M. Dynamic Testing and Evaluation of Pressure Transducer-Catheter Systems: A Student Pro-

Bar-Tal, Daniel

Achievement Motivation and Gender as Determinants of Attributions for Success and ED 118 518 Barwell, Cyril

Farmer Training in East-Central and Southern Africa. Training for Agriculture, Special Sup-ED 117 547

Bateman, Barry L.
Software and Hardware Utilization in Computer Medicine Education. ED 118 102

Replacing Jobs with Task Clusters as the Work Unit for Test Validation. Final Report. ED 118 592

Beach, Richard On Literature and Values. ED 117 752 Beard, Robert

The Effects of Morphological Systemization on Memory Retention. ED 117 986

Beaton, Albert E., Jr.
Special Studies of Our Nation's Students ED 118 701

Beck, Ronna Lee Mental Retardation and the Law: A Report on Status of Current Court Cases, December

Becker, Carol Rose Sciuto Language Strategies in Media Content Directed to Urban Black Primary Children: A Content Analysis of Selected Books, Films and Televi-ED 117 780//

Becker, Dorothy, Ed. Proceedings of the Adult Student Personnel Association Conference. (12th, New York City, April 10-12, 1975). "Mid-Life Career Chan-

Becker, Ralph L.

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Bedggood, Richard, Ed. Surveying for Community Education. Seminar Papers, June 28 and July 26, 1975. ED 117 446

Beer, Diana Darnall Suggested Materials and Themes for a Study of Population in Secondary Social Studies. ED 118 486

Behling, Fred L. Fundamentals of Athletic Training. Second Edition. ED 118 549//

Bell, T. H. The Importance of Vocational Education in the Total Education Picture. ED 117 412 Is Commitment Enough? ED 117 382

Bellamy, Lynn Evolution in an Integrated Program.

ED	118	461

Benedict, Marjorie A., Comp. Competency-Based Teacher Bibliography of Bibliographies. Education: A ED 118 565

Benson, Stephen D.

Identification of Barriers and Proposed Solu-tions to the Attainment of Equal Representa-tion in Post-Secondary Allied Health Programs for Minorities. Final Report.

Bentz, Willard K.

Experiences in Rural Mental Health. I: Surveys ED 118 308//

Bernardeau, Christine

U.S. Armed Forces Minority Officer Procure-ment. Technical Report No. 75-23. ED 117 331

Bernstein, Douglas A.

Progressive Relaxation Training: A Manual for the Helping Professions. ED 117 637//

Berry, Franklin L.

Educational Facilities for Aniak, Emmonak and Mountain Village Area High Schools. A Re-ED 117 849

Bhatia, Tej K.

New Directions and Issues in Computer-Assisted Instruction. ED 117 981

Bhola, H. S.

Institutional Approaches to Innovation and Change: A Review of the Esman Model of Institution Building.

Power: The Anchor of Stability, the Lever of Change. (Notes Towards a General Theory of Being and Society).

Biersner, Robert J.

iersner, Robert J.
Training Effectiveness of Films Developed
Using Systems Approach to Training Principles.
ED 118 096

Birch, Jack W.

Hearing Impaired Pupils in the Mainstream ED 117 904//

Bishop, John Income, Ability, and the Demand for Higher Education. Discussion Paper No. 293-75.

Bishop, John E. A Taxonomy of Administrative Absenteeism. ED 117 812

ED 118 002

Blackburn, Robert T.
Determinants of Faculty Publication Productivity at Four-Year Colleges. ED 117 994

Blair, Timothy R.
The Successful Teacher of Reading: An Optimistic Explainer of Variance. FD 117 661

Blake, Reed H.

Technical Writing for Social Scientists. ED 117 725//

Bloom, Sophie

Peer and Cross-Age Tutoring in the Schools: An Individualized Supplement to Group In-ED 118 543

Boatman, Sara
Marketability: Who Needs Us? and What Can
We Do for Them? ED 117 768

Bobbitt, J. Frank

Job Readiness Workshop. A Resource Manual for Instructing Adult Job Seekers in the Job Search Process. Special Paper No. 20. ED 117 546

Boger, Robert P.

Early Social Development: Parent and Child ED 118 240 Boice, John R.

oice, John R.

Conserving Energy in School Buildings.

ED 117 858

Bone, Jan

Understanding the Film.

ED 117 765//

Bonney, W. L.

Pronouns and Variables.

ED 117 942

Booth, James L.

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to Receiver Behavior.	Hays, Warren S.	Terminal Raising Intontations and Questions in
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Hansen, Duncan N.		ED 117 943
Adaptive Testing as a Significant Process in	Heathington, Betty Sue	Walter Town
AIM.	The Development of Scales to Measure At-	Holden, Lynn An Experiment with Bilingualism.
ED 118 577	titudes toward Reading. ED 117 669//	ED 117 966
Harden, Heather	ED 111 009//	
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or How to Teach 'Em to Pass Element Nine.	Acceleration and Expansion of the Diagnostic	Using a Typology of Persons and Environments
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Hardin, Elizabeth H.	ED 117 472	ED 117 474
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Haring, Norris G.	Consumer Education. ED 117 514	and Sparsely Populated Areas.
Special Education for the Severely Han-		ED 117 807
dicapped: The State of the Art in 1975.	Henderson, Jerald M.	Hallis Batalain A
ED 117 887//	Student Prepared Case StudiesThe Missing	Hollis, Patricia A. Project OUTREACH Evaluation.
Harnapp, Vern, Ed.	Leg. ED 118 438	ED 117 884
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Volume Number 3: 1975. ED 118 468	Henderson, Joan C.	Hollister, William G.
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Harrelson, Orvis A.	Evaluation Report 1974-75. ED 118 548	ED 118 309//
Guide to Self, Incorporated.		Experiences in Rural Mental Health. III:
ED 118 120	Hendon, Carl Adriel	Developing Citizen Participation.
Harris, Alice	A Comparison of Reading and Vocabulary Achievement of Elementary Students Taught	ED 118 310//
Problems of Quality Control in the Use of	with Two Reading Teaching Methods.	Experiences in Rural Mental Health. IV: Strengthening Existing Resources Helping the
Behavior Change Techniques in Public School	ED 117 670//	Helpers.
Settings. ED 117 893	Hannan Janes I	ED 118 311//
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Harris, Cleveland J.	Remodeling and Maintenance.	ing Alternatives to Clinical Care. ED 118 312//
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ED 117 689	Hannan Manchall	gramming School Mental Health.
Harris, John S.	Herron, Marshall Employer-Based Career Education; FY 73	ED 118 313//
Technical Writing for Social Scientists.	Evaluation Report.	Experiences in Rural Mental Health. VII:
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	Harty Thomas W Ed	grams. ED 118 314//
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Hartman, J. Paul	ED 118 269	How Teacher Talk Creates Child Chatter.
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Issues.	Preschool and Postscript: An Evaluation of an	Holmes, Leigh Howard
ED 118 458	Inner-City Program.	Literary-Vocational Relationships in the Amer-
Harvey, James	ED 118 241	ican Educational Context, From 1820: Implica-
The Higher Education Community and Federal	Hesse, Michael	tions for Instruction.
Legislation.	A Coorientational Study of Wisconsin State	ED 117 716//
ED 118 022	Senators: Their Role in the Communication	Holmes, Monica B.
Hatt, Frank	Process. ED 117 723	The Advocacy Components of Six Head Start
The Reading Process: A Framework for Analy-		Parent-Child Centers: A Final Report.
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Hull, David G. Program Fighter - An Evaluation. ED 118 460 Humphreys, Les

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Ingvalson, Brian Natural Resources Management: Course of Stu-ED 117 500

Isber, Caroline Report of the Task Force on Women in Public Broadcasting.

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Johannesson, Ingvar
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Case Study in Project Design.

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Johnson, Lary School-Related Attitudes of Students Attending Secondary Alternative Schools. Report C-75-

Johnson, Leon E.
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Johnson, Pauline Laboratory Procedures for Medical Assistants

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Causal Modeling in Educational and Social
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Koenke, Karl

		Author Index 317
Juarez, John R.	ED 117 928	ED 117 679
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Skills: An Experiment in Science Instruction Using the English and Spanish Language with	Measurement and Productivity in School Read-	The Student Absentee.
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ED 118 416	pendix. ED 118 653	Kohlmann, Eleanore L.
Kaiser, Dale E.	Kierscht, Marcia S.	Home Economics for Young Men: A Teaching
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Kamerman, Sheila B. Community Based Child Advocacy Projects: A Study in Evaluation.	Kim, Ung Chon Policies of Publishers: A Handbook for Order	Definition of the Situation and Observer Bias. ED 118 600
ED 118 243 Kanter, Manuel A.	Librarians. ED 118 072//	Koltai, Leslie The Part-time Faculty and the Community Col- lege.
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	Oklahoma State University. ED 118 553	Krabbenhoft, Ken
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Kearns, Jack	Sprachgebrauchs. Studien und Berichte 31	Krey, Robert D.
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Kelly, Marguerite	Simulation of Neural Firing Dynamics: A Stu- dent Project.	Krull, Robert Television Program Complexity and Ratings.
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Kersten, Robert D.	Planning Colleges for the Community. ED 118 169//	Kumar, K. S. P.
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Issues. ED 118 458	Knowles, Malcolm S. The Future Role of Libraries in Adult Educa-	Students. ED 118 388

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Khatena, Joe

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318 **Author Index** Kusnerz, Peggy Ann, Comp. Audio-Visual Techniques and Library Instruc-ED 118 106 La Brie, Vicki Learning Disabilities Activity Guide for the Elementary Classroom. ED 117 907 Lacher, Maury Sex Differences in Self-Evaluation of Academic Achievement and Ability. ED 117 605 Lacher, Miriam R. Sex Differences in Self-Evaluation of Academic Achievement and Ability. Lackey, L. L. A Study of the Success and Work Expectancies of Public Service Career Employees. Final Re-Laffin, Charles W., Jr. Evaluating the Performance of Non-Teaching Professionals. Lahnston, Anton An Urbal Multi-Linguistic Competency Based Preservice Field Based Teacher Preparation Program. ED 118 550 Lall, Bernard M. Effects of Humanism on Education and Educational Administration. Educational Research Report.

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Living, Level 6. A Values Curriculum, Second
Revision.

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Lamberton, Berenice, Comp.

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Landau, Samuel B.

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ED 117 587

Landry, Claire Roy
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Nonstandard Speakers.

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Needs for Instructional Media and Materials
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Laque, Carol Feiser
A Teaching Monograph: Co-Designed Laboratory Approach to Writing.

Larrick, Nancy
Hey, Mom, Who Put the Television in the
Closet?

ED 117 732

Larson, Allen L.

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Larson, Susan M.

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Lasselle, Sally
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LaVoie, Joseph C. A Comparative Test of Locus on Control Measures and IQ as Predictors of Children's Task Performance.

Laws, Ruth M.

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ED 117 524

Lawton, Stephen B.

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Lawton, William H.

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Lee, Don Chang
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Culture.

Lehnert, George R.

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Lehnhoff, Nora
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Lindberg, Roy A.
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ED 117 591

Lindholm, Richard W., Ed.

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Lindmark, Joyce A.
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Lindquist, E. F.
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Line, Maurice B.

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Livingston, Samuel A.

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Lock, Burt M.
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ED 117 555

Lockwood, Diane Lee

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ED 117 768

Logan, Juanita Reading Strategy Project, 1974-75 Evaluation. ED 117 692

Long, Barbara H.
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Residing in Institutions.

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Loper, Carl R., Jr.
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Lopez Alonso, A. O.

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Lowe, John

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Lowe, Ross E.

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Lucas, John A.

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Ludlow, Mark

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Lukens, Rebecca J.
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Lunneborg, Clifford E.
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Lunneborg, Patricia W.
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Lutz, Frank W.

Political Anthropology and the Urban School ED 118 674

Lyle, Jack, Ed.

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FD 117 729

Lyons-Ruth, Karlen

Integration of Auditory and Visual Spatial In-formation During Early Infancy.

Macaluso, Lila

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Macias, Reynaldo

Educacion Alternativa: On the Development of Chicano Bilingual Schools. ED 118 290//

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gineering. ED 118 385

Mackay, Ronald

Languages for Special Purposes. ED 117 952 Mackson, C. J.

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Magnusson, Margaret L.

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Maney, Catherine M.

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Manzo, Anthony V.
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Preferences of Adult Basic Education Students.
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FD 117 367

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ED 118 677

Marshall, J. Laird

A Single-Administration Reliability Index for Criterion-Referenced Tests: The Mean Split-Half Coefficient of Agreement.

Marshall, Ray
Training and Entry Into Union Construction. R
and D Monograph 39.

ED 117 379

Marson, Arthur

Course Content and Program Evaluation
Model. Final Report. ED 118 186

Marston, Paul T.

Multiple Serial List Learning with Two
Mnemonic Techniques. ED 118 609

Martin, Clessen J.

Project F. A. S. T. Facilitating Academic Study Techniques for Handicapped Children. Volume ED 117 866

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Mathes, J. C.

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Mathews, Mitford M.

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Mathis, Harold F.

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Matlock, W. Gerald
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Mayeske, George W.
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Mazzullo, Mariann C. Procedures Used in Child Find Activities. ED 117 900

McAlonie, Mary Lynne
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within Complex Organizations. ED 117 712
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McGinley, Hugh
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dies.
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Process in Child Advocacy.
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Early Childhood Separation Anxiety and Patterns of Social Behavior. ED 118 273 McIntyre, Charles Planning Colleges for the Community. ED 118 169// McKee, Amy, Comp. Social Sciences in Forestry, a Current Selected Bibliography, No. 38, October 1975. ED 118 361 McLaughlin, John Thomas Books as Reinforcers of Reading Performance: An Investigation of Their Relative Effectiveness. ED 117 673// McLaughlin, Milbrey Wallin Macro and Micro Implementation. ED 118 477 McMahon, Brian T. A Classification System for Rehabilitation Program Evaluation Technology and Literature. Wisconsin Studies in Vocational Rehabilitation, Series 3, Monograph 21. ED 117 471 McMinn, Alex Training of Medical Laboratory Technicians: A Handbook for Tutors.	McIntyre, Anne
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Metcalfe, John A.	Metcalfe, John A.
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Moll, Richard A.	Engineering and the Law.
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Morris, Robert G. International Technology Trans	ifer.
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Program	ns.		ED 117 374

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	sur	ements I	abor	atory.			D 11	8 456

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Nash, A. H.

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Nelken, Ira

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Nelson, Jack L.

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Neuenschwander, John A.

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Newell, William T.

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Newton, Josephine K.

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Nicholas, Anthony

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Nicolich, Mark J.

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Niemi, John A.

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Oerter, Rolf

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O'Neil, Carole

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O'Neil, Harold R.

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Ozgentas, Ibrahim, Ed.

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Paden, Jon S.

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Paige, James F.

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Parks, Arlie Muller

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Parsons, Elia

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Pasquariella, Bernard G.

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Payne, Richard M.

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Paz, Mario Mathemat	tical Formalities	and Engi	neering Stu-
dies.			ED 118 402
Peckham, What the Engineering	William T. Construction Ing Education.		
Peikert, F.	w		ED 118 391
Engineeri	ng Education I re in Developing	Projects for Countries	r Improving s. ED 118 434
Penna, Rol	bert Frank		
The Rela Discussion proach to	tive Effectiven n Approach a b Literature for nt Ego Identity.	ess of the nd the T r the Dev	e Classroom futorial Ap- elopment of
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terpreter	System).		ED 118 366
Perna, A. Process I	J. Dynamics and Approach.	Control, a	Theory-Ex-
perientiai	repprouen.		ED 118 415
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Pfau, Gler Project L	nn S. JFE, 1963-1975	5. Final Re	eport. ED 117 878
Phair, To	m S.		ED III 676
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ing. ED 118 2	20
Pfau, Glenn S. Project LIFE, 1963-1975. Final Report. ED 117 8	78
Phair, Tom S. Full-Time Faculty and Staff Hired by One-Hudred Public California Community Colleges	
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Picou, J. Steven, Ed. Career Behavior of Special Groups. Theo Research and Practice. The Merrill Series	ry.
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Piele, Philip Enrollment Forecasting. Educational Facilit Digest 1.	ies
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tional Facilities Digest 2. ED 117 7	83
Pierog, John J. A Comparison Study of the Actual and I pected Parental Contribution, as a Studi Financial Resource, for High and Low Inco Students.	Ex-
ED 118 1	76
Pieslak, Raymond F. About Buying on Credit.	
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Pfau, Glenn S.	
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Piele, Philip	
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Pierog, John J. A Comparison Study of the A pected Parental Contribution,	as a Student
Financial Resource, for High and Students.	d Low Income
	ED 118 176
Pieslak, Raymond F.	
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Pietila, Veikko	

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Immediate	Versus	Delayed	Reward in
Newspaper	Reading.		
			ED 117 735
about the P	eople's C	onceptions Media a	Media: A Study s as to the Sig- nd Their Func- Introduction of
			ED 117 705
Pinkall, Jose		s of a Te	acher In-Service

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Teachers and the Students Whom They Teach
in Their Knowledge of Scientific Processes,
Scientific Content and Attitude Toward
Science and Scientists. FD 118 358//

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Popovich, Mark, Comp.
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Porreca, Anthony G.
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Potts, Rinehart Skeen Oraduate Education in Librarianship at Glass-boro State College, 1967-74: A Description of the Graduates and Their Evaluations of the Program.

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ED 118 563 Preus, Paul K.
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Development: A Personalized Approach.
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Pritchard, Robert D.
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Pritchett, Harold D. What the Construction Industry Expects from Engineering Education.

Prokop, Manfred
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Reese, Mary Jane
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Reichurdt, Konrad W.
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Rettig, Edward B.

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Reynolds, Allan G.
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Rich, Andrea L.
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Richardson, Mary S.
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Richman, Vivian
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Richmond, Doug Metrics for Mechanics and Other Practical People. FD 118 424//

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Robbins, Frances
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Robbins, Janet L.
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Roberts, A. Sidney, Jr.
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Graduate Study and Research Program in
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Roe, Daphne A.

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Roemer, Ruth
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Rogers, Judith, Ed.

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ED 117 760

A Model of the Selective Exposure Phenomenon.

ED 117 761

Roloff, Michael E.

Rorie, Iva LaVerne

Rosenfeld, Carl

Analysis and Validation of the Inventory of Teacher Knowledge of Reading.

ED 117 676//

Rosen, Ellen Reading Students "Can" Write. ED 117 74

Rosen, Ellen Unell
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An Examination of the Readability Levels of
the Power Builder Component of the SRA
Reading Laboratory IIIB as Measured by the
Dale-Chall Readability Formula.

ED 117 685

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ED 117 476

Rossini, Frederick A.

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ED 118 444

Rothman, Jack
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Rott, Robert K.

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Rotzoll, Kim B.
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Roulhac, Vicki Scriven
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Personnel Preparation Programs in Special
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Rounds, James B., Jr.
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No. 49.

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Ruhl, Charles
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ED 117 988

Russ-Eft, Darlene
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ED 117 809

Russell, Graham J.

Training of Medical Laboratory Technicians: A Handbook for Tutors.

Ryan, Charles W.
Career Guidance: Status and Promise.
ED 117 306
Ryan, Ellen Bouchard

The Role of Question-Answer Interactions in Language Development.

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Ryan, Robert F.

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Ryan, T. A.

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ED 117 396

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Saario, Terry N. Instituting Change to Promote Sex Equality. ED 117 860 Sachse, Thomas P., Ed.

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FD 118 649

Salapatek, Philip

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ED 118 209 Infant Accommodation and Acuity Threshold

Sanders, James R., Ed.

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Sandoval, Bernardo

Aides to Career Education: Counselor Aide Handbook FD 117 480

Sandusky, Annie Lee

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Sapolsky, Karen

A General Analysis of the Audience of WGBH, Boston, Massachusetts. FD 117 776

Sarchet, Bernard R.

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ED 118 443

Schaefer, Carl J.

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Schaefer, Dennis P.

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Schaefer, Earl S.

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Schain, Robert L., Ed.

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Scheeffer, Ruth Nobre

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Scheele, Paul W.

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Schiemann, William A.

Satisfaction-Rewards-Performance: Review of the Literature, and a Causal Analysis ED 117 632

Schiller, Hillel A.

From Shape to Letters.

ED 117 650

Schippers, Lillian Vogt

Using the Affton Scale of Acceptable Written Expression to Decrease Disparity in Teachers Assigning a Level to Pupils' Written Expres-

ED 117 724//

Schmalzel, John L.

МΙ

Dynamic Testing and Evaluation of Pressure Transducer-Catheter Systems: A Student Proiect. ED 118 452

Schofield, Janet Ward

Racial Identity and Intergroup Attitudes of Black Children in Segregated and Desegregated

ED 118 683

Schuberg, Marilyn

Communication Skills Program for Vocational

Schuder, Ted

Measurement and Productivity in School Reading Programs: Main Report and Technical Ap-

Schulps, Allan, Ed.
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Schultz, Raymond A.
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Schultz, Ronald G. Needs and Trends of Off-Campus Graduate Programs in Ohio.

Schulz, Harriette

Survey of Adult Education Programs for the Disadvantaged. ED 117 360

Scott, Alvin Thomas

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Scott, Norval C., Jr.

Zip Test: Examiner's Manual.

ED 118 303

Scott, Robert Allyn

Opened Admissions: Its Past and Its Promise. An Examination of the Trend Toward Universal Opportunity for Post Secondary Schooling in United States, With Cases. ED 118 719//

Scurlock, Reagan

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Seegmiller, Jesse F.

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Seibert, Ivan N.

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A Handbook of Standard Terminology and a
Guide for Recording and Reporting Informa-tion about Educational Technology.
ED 118 091

A Comparison of Predictions of Graduate Student Performance: Is It All Worth the Bother. ED 118 008//

Sennett, Richard

The Hidden Injuries of Class. ED 117 484//

Sewell, Donald H.

Report on a Statewide Survey About Part-Time Faculty in California Community Colleges. ED 118 195

Sewell, Susan

Descriptive Cost-Benefit Studies of Selected Wisconsin VTAE Programs. Final Report. ED 118 187

Shapson, Stan

Transition from Italian.

ED 117 984

Sharpe, W. E. A Multidisciplinary Approach to Solving Community Water Problems. Information Report

Shaw, Alvie L.

In-Service Development through the Use of Video-Tapes and Learning Packages. Final Re-ED 118 564

Shaw, Frances Fergusson

Analysis of California Community College District Policies of Faculty Teaching Load.
ED 118 170 Shaw, Milton C.

Manufacturing Engineering Instruction in Great Britain, Sweden and Germany. FD 118 406

Sheather, Harry Chemical and Environmental Technology. ED 117 559

Shelton, Marlyn L., Ed.
Ohio Geographers: Recent Research Themes.
Volume Number 2: 1974. ED 118 467

Shepard, Linda J.
The 1972-73 Quality of Employment Survey.
Descriptive Statistics, with Comparison Data
from the 1969-70 Survey of Working Condi-ED 117 414

Sheridan, Jack

A Process for Group Action: Pattern of Healthful Living, Level 5. A Values Curriculum. Second Revision. FD 118 505

Sherman, V. Clayton

Health Aide Education and Utilization: A Task Identification Study. Final Report. Volume 1. ED 117 400

Sherwood, Phyllis A.

A Teaching Monograph: Co-Designed Laboratory Approach to Writing. ED 117 717//

Shinoda, Aiko

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Shugrue, Sylvia K., Comp.
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Shulman, Carol Herrnstadt Premises and Programs for a Learning Society.

ERIC/Higher Education Research Report No.

Student Consumerism: Caveat Emptor Reexamined. FD 118 053

Siegel, Judith Susan

Curricular Deliberation about "Hamlet": An Exercise in the Practical. ED 117 720//

Siegler, Robert S.

An Information Processing Approach to Children's Causal Reasoning. ED 118 210

Simpson, Donald B., Comp.

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Sinha, Chris

Spatial and Temporal Relations in the Linguistic and Cognitive Development of Young Children.

Sipple, Thomas S.

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Skliar, Norman, Ed.

The Best of "The Communicator", 1970-1975 ED 118 307

Skornia, Harry J.

Corma, Harry J.
Television and the News: A Critical Appraisal.
ED 117 703//

Sloan, M. E.

Microprocessors in U.S. Electrical Engineering Departments, 1974-1975. ED 118 381

Sloan, Martha E.

A Study of the Awareness and Attitudes of Ju-nior High Girls toward Engineering and Experi-ments with Methods of Increasing Their Awareness and Interest in Engineering.

ED 118 393

Small, Charles

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FD 117 488 [Arizona] Field Test Report. Vol. 8. Cattle Ranching. 1974-75. ED 117 495 [Arizona] Field Test Report. Vol. 9. What Does a Secretary Do? 1974-75.

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Smith, Dwight R.

Exploring Wildlife, Unit 1, Colorado Division of Wildlife.

Fishing. Unit 1, Colorado Division of Wildlife. ED 118 376//

Small Game and Waterfowl, Units 2 and 3, Colorado Division of Wildlife. ED 118 377// Songbirds and Birds of Prey, Unit 6, Colorado

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Smith, Marshall S., Ed.
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ED 117 658

Snyder, Natalie M.
Security Is..... Step in the Right Direction. ED 117 507

Snyder, Norman C.

School-College Articulation Practices in New York State. ED 118 046

Snyder, Samuel S.

An Experimental Test of the Effects of Internal and External Disequilibrium on Spatial Reasoning Development.

Somers, Gerald G.

An Evaluation of Manpower Programs for Young Men, 1964-1972 Based Upon the National Longitudinal Surveys. Final Report.

Somerton, M. Ellen

Pennsylvania Training Model: Individual Assessment Guide. ED 117 888//

Sommers, Paul A.

The Development of a Cost-Efficiency Model to Assist in Special Education Program Decision-Making and Financing.

Sparling, Joseph J.

Research Directions for the 70's in Child Development. ED 118 226

Spencer, Mary L.

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Spigal, Frances G., Ed.
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Session on Microforms and Data Processing in
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Oregon, May 15-17, 1975).

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Teaching Aids for Consumer and Homemaking Programs. ED 117 541

Splaine, John

Compulsory Schooling: The Legal Issue. ED 117 801 Spotts, Robert

Experience-Based Career Education; Final Evaluation Report, Fy 1974. Volume 1. ED 117 298

Sproule, Betty A.

Recruiting and Keeping Women Engineering

Sprung, Douglas Cecil

The Relative Importance of Selected Factors on the Decision of High School Students to Enroll or Not Enroll in Chemistry and Physics.

Spungin, Susan Jay
Assessment for the Educational Readiness of Assessment for the Educational Readiness of the Child with Visual Impairments: Three Workshops. Newton, Massachusetts, October 7-8, 1974; Chicago, Illinois, November 11-12, 1974; Atlanta, Georgia, December 9-10, 1974. FD 117 920

St. Pierre, Richard

A System for the Implementation of Contract Learning at Bristol Community College. ED 118 178

Stallard, John J.

Common Affective Domain Competencies of Students Among Vocational Areas: A Mini-Grant Research Project. Final Report. ED 117 440

Stansfield, Charles

Teachers' Attitudes toward Publishers' Tests. ED 117 991

Stansfield, Charles W.

Testing Standard Spanish as a Second Dialect. ED 117 980

Starbird, S. Glenn, Jr.

A Brief History of Indian Legislative Represen-tatives in the Maine Legislature. ED 118 343

Staudter, Donald V. Selected Industrial Problem.

Stefani, Dorina

Actitudes Haci la Enfermedad Mental: Revision Bibliografica (Attitudes toward Mental Illness: Revised Bibliography). Publication No. 40. ED 118 646

ED 118 399

ED 117 800//

Stern, Lewis R.

Applications of Video in Counseling and Counselor Training: An Annotated Reference ED 117 636

Stetten, Kenneth J.

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Stieber, Gertrude N.

Salaries Paid Professional Personnel in Public Schools, 1975-76. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Re-

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Library Instruction Programs, 1975; a Wisconsin Directory. FD 118 057

Stokoe, William C.

Signing Apes and Evolving Linguistics. ED 117 979

Stolovitch, Harold D.

Games with the Pocket Calculator. ED 118 150//

Stone, Arline M.

American Status of Early Childhood Education, School Year 1974-75. ED 118 272

Stone, Gerald C.

Case for an Emphasis in Business Communica-tions: Findings from Profile/75. ED 112 733

Stonebraker, Michael

The Design and Implementation of INGRES. ED 118 130

Storm, Pat Purdy Infant Stimulation Curriculum: Development and Evaluation Report. FD 117 895

Stovall, Ruth

Career Services and Industrial Arts. Materials Catalogue.

Strayer, Janet

The Representation of Social Dominance in Children's Drawings. FD 118 267

Strong, Merle E.

Introduction to Trade, Industrial, and Technical Education. ED 117 349//

Strong, Susan T.

Security Is.... A Step in the Right Direction. ED 117 507

Strouse, James C.
The Mass Media, Public Opinion, and Public Policy Analysis: Linkage Explorations. ED 117 744//

Sugimoto, Roy, Ed.

College Learning Skills Today and Tomorrowland; Proceedings of the Annual Conference of the Western College Reading Association (8th, Anaheim, Calif., March 20-22, ED 117 680

Sullivan, Marjorie

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Sung, Betty Lee Chinese American Manpower and Employ-ED 117 378

Superka, Douglas P.

Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography.

Surlin, Stuart H.

The Social Effects of Advertising as Perceived by Advertising Executives, Businessmen, and the General Public. ED 117 730

Swanson, Bettye B.

Suggested Learnings: Homemaking Education. Consumer and ED 117 532

Swinney, Jane

A Needs Assessment to Determine Common A Needs Assessment to Determine Common and Unique Teaching Competencies as Per-ceived by Work Experience and Diversified Cooperative Training Teacher Coordinators in the State of Florida. Final Report. ED 118 583

Tait, John L.

Identifying the Community Power Actors.

ED 118 480

Taylor, Debra

326 **Author Index** Takahashi, Barbara L. Comprehension of Written Syntactic Structures Comprehension of Written Symbols by Good Readers and Slow Readers.

ED 117 655 Tandberg, Gerilyn Research Guide in Speech. ED 117 771//

Tannenbaum, Robert S. APEX: A Computerized Simulation Game as the Basis for an Undergraduate Interdisciplina-ED 118 113

Tate, Deanna R. Wright Modification of Impulsivity in Young Children. ED 118 232

Puppetry in Compensatory Education. ED 118 702 Taylor, Harold A University for the World: The United Na-

tions Plan. Fastback 51. ED 118 498 Taylor, Irmgard C. Beware of Cultural Cliches! Some Interesting Findings in the Essays of 1974 and 1975 AATG Travel-Study Trip Applicants.

ED 117 983 Taylor, Wendelin

Touching Lives: Pattern of Healthful Living, Level 4. A Values Curriculum, Second Revi-ED 118 504

Tedeschi, Philip J. On Processing Conditional Sentences.

Tennyson, Carol L. Rule Acquisition Design Strategy Variables: Degree of Instance Divergence, Sequence, and Instance Analysis.

ED 117 973

ED 117 709

ED 118 150//

ED 117 831

ED 117 906

Tennyson, Robert D. Rule Acquisition Design Strategy Variables: Degree of Instance Divergence, Sequence, and Instance Analysis.

Terborg, James R. A Longitudinal Field Investigation of the Impact of Group Composition on Group Performance and Cohesion.

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Thomas, Donald Five Ways to Save Money with Declining Enrollments

Thomas, Patricia J.
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Thompson, A. Gray Impact of Collective dargaining on Curriculum-Instruction. National School Boards Association Research Report.

Thompson, Charles P.

The Development and Implementation of Elementary School Gifted Program Guidelines.

Thomson, Sarah Katharine Learning Resource Centers in Community Colleges; a Study of Budgets and Services.

ED 118 159//

М

Thorndike, Robert M.
Content Validity and the Uses of Student Ratings. ED 118 601

Thorpe, James The Use of Manuscripts in Literary Research. Thullen, Manfred Evaluation of the Training Component of the Servicio National de Desarrollo de la Comu-

Tighe, Ruth L., Ed. Ighe, Kuth L., Ed. Information Revolution: Proceedings of the ASIS Annual Meeting. (38th, Boston, Mas-sachusetts, October 26-30, 1975). Volume 12. ED 118 066//

Tilley, Herbert T. Preparing Educational Proposals. A Guide for Teachers.

Tillin, Alma M. Standards for Cataloging Nonprint Materials.
Fourth Edition. An Interpretation and Practical ED 118 129//

Todd, Alan D. The Influence of Contextual Stimuli on Test Performance of College Students. ED 118 126

Tovera, David Garcia A History of English Teaching in the Philippines: From Unilingualism to Bilingualism.
ED 117 721//

Trammell, Robert L. On the Psychological Reality of Underlying Phonological Representations. ED 117 968

Treacy, Thomas D. You, Your Child and Reading. A Reading Program for the Parent.

Tresch, Patricia Consumer Education: How to Conduct Community Consumer Education Nights. ED 117 477

Trivett, David A. Competency Programs in Higher Education. ERIC/Higher Education Research Report No.

Tucker, Mary K. Day Care Arrangements of Low Income Single ED 118 254

Graduate Training Program for the Preparation of Guidance Counselors with the Deaf. Final Performance Report. ED 117 903

Turner, B. Carol [MICE Project]: Macomb Intermediate Career Education Dissemination Support System.
ED 117 376

Turner, Charles E., Jr.
New Haven Institute of Allied Health Careers. Final Report. ED 117 352

Turner, Keith D. Pennsylvania Training Model: Individual Assessment Guide. ED 117 888//

Twardokens, George R.
Rotations of Lower Limbs in Skiing.
ED 118 568

Tzeng, Ovid J. L. Reminiscence: Evidence for Reorganization in Free Recall.

Vaillancourt, Pauline M. Institute for Health Care Libraries: Training of Personnel (February 26, 1975 to May 14,

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ED 117 995 van Oosten, Jeanne When, Once, and As Soon As. San Jose State Occasional Papers in Linguistics, Vol. 1.

VanSickle, Ronald L. Measurement Issues and Competency-Based Teacher Certification. ED 118 560

Vaughan, George B. Consumerism Comes to the Community College. Topical Paper No. 55. ED 118 205

Vega, Jaime I., Ed. Migrant Programs in Wisconsin and Ohio. ED 118 298

Venkata, Subrahmanyam S. Professional Engineering Education in India.

Venneri, Rick
A Report to the Faculty; Student Assessment
Academic Transfer. FD 118 184

Verink, Ellis D., Jr. Materials Selection. ED 118 408

Vetter, Louise, Ed. Career Development of Women. ED 117 395

Vickner, Edward Henry, Jr.

Development and Field Testing of a Model to Development and rich lessing of a state of the Chatelier's Principle Using the Wheatstone Bridge Circuit.

ED 118 349//

Vietze, Peter M. Test Stimuli: Representational Level with Mid-dle Class and Head Start Children.

ED 118 256

Vitale, Joseph A. Outdoor Education Guide-Handbook, Wau-kesha Public Schools. ED 118 342

Vitro, Frank T. The Effects of Selected Instructional Strategies on Learning Efficiency in Vocational Technical Education Programs: Final Report: Phase 2. ED 117 307 Principles of Learning and Instruction: Class-room Application for Teachers.

Voelker, Francis H. Mass Media Forces in Our society. Second Edi-

ED 117 308

Voelker, Ludmila A.
Mass Media Forces in Our society. Second Edi-ED 117 750//

Vogel, Irene One System or Two--An Analysis of a Two-Year-Old Romanian-English Bilingual's Phonology. Papers and Reports on Child Language Development, No. 9. ED 117 992

Vogt, Leona M. Health Start Analysis Plan and Data Collection Instruments for Second Program Year. Working Paper: 964-2. ED 118 595

Vontress, Clemmont E. Racial and Ethnic Barriers in Counseling. ED 117 582

Vroegh, Karen Young Children's Sex Role and Knowledge of Sex Stereotypes. UR Research Working Papers, 1975 Series.

Waag, Wayne L. ASUPT Automated	Objective	Performanc
Measurement System.		ED 118 59
Wade, George H. Fall Enrollment in Hig	her Educat	ion 1973.

ED 118 048

Waldram, Carol A.
Content Validity and the Uses of Student FD 118 601

Walkerdine, V.
Spatial and Temporal Relations in the Linguistic and Cognitive Development of Young Children. FD 117 938

Waller, John D. Monitoring for Criminal Justice Planning Agen-

Walter, John P. Deprived Urban Youth: An Economic and Cross-Cultural Analysis of the United States, Colombia and Peru.

Walther, Regis H. The Measurement of Work-Relevant Attitudes. Final Report. FD 117 515 A Study of the Effectiveness of the Graham

Associates' Demonstration Project on Education Programming in Manpower Training Projects. Final Report.

Warehime, Robert G. Facilitating Personal Growth in Marriage Via Psychodramatic Methods. ED 117 631

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An Evaluation of Manpower Programs for Young Men, 1964-1972 Based Upon the National Longitudinal Surveys. Final Report.
ED 118 647

Warren, Sue Allen Career Education Potential for Students at the Massachusetts Hospital School in Canton. An Evaluation of Current Program and Proposal

for the Development and Implementation of a Career Education Program. ED 117 454 Waserman, Manfred, Comp.

Bibliography on Oral History. Revised Edition. ED 118 138//

Waterman, Margaret DARE: A Showcase of Linguistic Change ED 117 700

Waters, Brian K. Empirical Investigation of the Stradaptive Test-Model for the Measurement of Human ing Mo ED 118 604

Watt, James H., Jr. Television Program Complexity and Ratings. ED 118 145

Watt, Robert S. Reform, Revise or Rebuild: The 3R's Relating School Budget to District and School Objec-

Weatherman, Richard F., Ed.

Administration of Special Education for Rural and Sparsely Populated Areas. ED 117 807

Webster, Duane E. The Staff Development Implications of Management Self-Study. ED 118 132

A Course in Medicine and Clinical Engineering for Engineers. Problems in Recording the Electrocardiogram. ED 118 405

Webster, John G.

Webster, Murray, Jr.
Expectation Effects on Performance Evalua-FD 118 258

Weiner, Hyman J. Nental Health Care in the World of Work; New Horizons for Mental Health Professionals, Rehabilitation Counselors, Trade Unionists, Management Representatives, and All Those Concerned with Services to Working Men and

Weingast, David Censorship--Or For Whom the (School) Bell Tolls ED 117 854

Weinrach, Stephen G., Ed. How Career Choices Are Made. ED 117 544//

Weiss, David J. A Study of Computer-Administered Stradaptive Ability Testing. Research Report 75-4.

Weiss, Janis H. Students in the North Hennepin Community College Law Enforcement Program [And] Law Enforcement: A Job Market Survey. Research Report Nos. 1 and 2.

Wells, Agnes Q.
Students Enrolled for Advanced Degrees, Fall

ED 118 007 Wersan, Norman Mathematics for Commercial Foods.

ED 117 556 Basic Research in One Phase of Competency Development in the Preservice Training of Ele-

mentary Science Teachers. ED 118 464

West, R. W. The Summative Evaluation of Curriculum Innovations. Education Area Occasional Paper 1.
ED 118 633

Westbrook, Colston R. Suprasegmental Aspects of Reading Interference. ED 117 691

Wharton, Keith Legitimizing Education for Individual Life Styles: School of Survival. Final Evaluation Report 1974-75. ED 118 654

Whildin, Sara Lou, Comp. A Directory of Library Instruction Programs in Pennsylvania Academic Libraries. ED 118 071

White, Carl M. A Historical Introduction to Library Education: Problems and Progress to 1951. FD 118 137//

White, Charles V. Corrosion Engineering. ED 118 386 Project Oriented Materials Lab. ED 118 387

Whitesides, J. L.
JIAFS - A Pattern for Graduate Engineering Education of the Future? ED 118 374

Whittington, Marna C. Identification of Barriers and Proposed Solu-tions to the Attainment of Equal Representation in Post-Secondary Allied Health Programs for Minorities. Final Report. FD 118 299

Whorley, Beulah Consumer Education: A Guide for Teachers of Home Economics. ED 117 533

Widdowson, H. G. Stylistics and the Teaching of Literature. ED 117 728// Wiener, Seymour Viener, Seymour
The Effects of Physical Attractiveness on Attributions of Causality for Success and Failure.
ED 117 588

Metropolitan and Regional Inequalities Among Minorities in the Labor Market. Volume 3. Minorities in the Labor Market. ED 118 300

Wiley, Llewellyn N. Potential Uses of the Functional Account Code in Describing Job Requirements. Final Report for Period March 1974-June 1975. FD 117 439

Wilhelms, Fred T.
Teaching Consumer Education: A Common-Sense Approach. ED 117 502

Williams, Charles T. Criteria for Analyzing Ethnic Bias in Instruc-tional Material. FD 118 662 **Educating Black Students Humanistically** ED 118 663

Williams, Douglas F. Statewide Community College Development: A Personalized Approach. Faculty ED 118 168

Williams, Ina Tudno Adults Learning Welsh (A Study in Motiva-tion). Pamphlet No. 13. ED 117 962

Williams, J. D. Continuing Education - A Management Point FD 118 457

Williams, John E. Children's Responses to Color as a Determinant of Race Attitudes. ED 118 266

Wilson, Douglas J.

A Study of Achievement, Understanding of Science, and Teacher Role Perception in Various Groups of the Nebraska Physical Science FD 118 357//

Wilson, John A. R. Psychophysiological Correlates of Reading Dysfunction in Junior College Students with a Dysfunction in Junior Conege State
Long History of Reading Problems.

ED 117 693

Wilson, Susan E. The Status of Women in the Adult Education Association of the United States of America. ED 117 368

Winick, Albert B. A Format in Assessing the Mentally Retarded for Vocational Activation Utilizing the Clinician's Insights. FD 118 614

Winnick, Joseph P., Ed.
Piaget for Regular and Special Physical Educators and Recreators. FD 117 874

Wirtz, Willard
The Boundless Resource: A Prospectus for an Education/Work Policy. ED 117 347//

Wiser, Neil Funderburk
Teaching Strategies for Enabling Elementary
Pupils to Develop Inductively the Literary Concepts of Plot, Theme, Characterization, and ED 117 722//

Wishart, A. Paul, Comp.
A Directory of Public Elementary and Secondary School Environmental Education Programs and Projects in the United States. ED 118 362

Wishik, Samuel M. Evaluating Training Effectiveness and Trainee Achievement: Methodology for Measurement of Changes in Levels of Cognitive Competence. Manuals for Evaluation of Family Planning and Population Programs, Number 8. FD 118 579

Woal, S. Theodore

Self Awareness-Career Awareness: The Room to Grow Model. A Unified Career Education Program. K-6 and Grade 7 and 8 Exploration. ED 117 342

A Multimodality Language Program for Retarded Preschoolers.

A Prelanguage Program for Five Severely Retarded Children. ED 117 872

Wong, Eugene

Decomposition: A Strategy for Query Processing. ED 118 131

Wood, Barbara S.

Children and Communication: Verbal and Nonverbal Language Development. ED 117 764//

Work, Clyde E.

A Study of the Awareness and Attitudes of Ju-A Study of the Awareness and Autouse of Scholar High Girls toward Engineering and Experiments with Methods of Increasing Their Awareness and Interest in Engineering.

ED 118 393

Worthington, Robert M.

A Review and Synthesis of Research Concerning Career Education in Doctoral Dissertations of Fellows Supported by the Education Professions Development Act Section 552, 1972-

FD 117 401

Wright, Darrell

Enrollment Forecasting. Educational Facilities Digest 1.

Evaluating the Existing School Plant. Educational Facilities Digest 2. ED 117 783

Wright, David Paul

Interactions between Instructional Methods and Individual Aptitudes in the Teaching of Critical Thinking in Social Studies. ED 118 499//

Wright, E. N.

М

Language: A Study of Fundamental Skills. No. ED 117 648

Wright, Maureen, Comp.
Women's Studies: A Student's Guide to Reference Sources. ED 117 747

Wrightsman, Lawrence S.

Conceptualization and Measurement of Attitudes Toward Children's Rights. ED 118 262

Yearby, Mary Elizabeth

The Effect of Instruction in Test-Taking Skills on the Standardized Reading Test Scores of White and Black Third-Grade Children of High and Low Socioeconomic Status. ED 117 677//

York, Kennith

Research and Evaluation Design for the Choctaw Bilingual Education Program, 1975-76.

Yorkey, Richard

Practical EFL Techniques for Teaching Arabic-Speaking Students. ED 117 990

Young, Anne McDougall

Students, Graduates and Dropouts in the Labor Market, October 1974. Special Labor Force Report. ED 117 516

Young, Herman Andre

An Educational and Professional Profile of Black American Doctorates in the Natural ED 118 350//

Young, Hugh E., Sr.

Comparative Case Study of Two New Jersey Public Predominantly Black Two-Year Colleges.

Young, Margaret G.

Developmental Program for Training of the Preschool Child. (Includes Skills Achievement Profile.) ED 117 862

Young, Robert K.

Multiple Serial List Learning with Two Mnemonic Techniques. ED 118 609

Youssefi, Karel

Decomposition: A Strategy for Query Processing. ED 118 131

Yuan, S. W.

JIAFS - A Pattern for Graduate Engineering

Education of the Future?

ED 118 374

Zani, T. L.

The Education of Isolated Children in Western ED 118 291

Teachers' Comments on Open Area and Conventional School Design. Australian Open Area Schools Project Technical Report No. 2.

Zeigler, Earle F. In Sports, as in All of Life, Man Should Be Comprehensible to Man.

Zell, Laverne C.

Day Care Arrangements of Low Income Single Parents.

Ziarko, Jon Charles

Assessing Science Education at the Eighth
Grade Level in Selected Public Secondary
Schools in North Mississippi. ED 118 351//

Ziemer, Russell H.

Impact of Collective Bargaining on Curriculum-Instruction. National School Boards Association Research Report. ED 117 834//

Zoller, Uri

Science and Technology Curriculum for Non-Science Students in the Secondary School (Technology for Social Action Curriculum ED 118 354//

Zubler, John R.
Guidelines for Planning, Developing, Utilizing and Maintaining Outdoor Environmental Education Laboratories. ED 118 360

Zuelke, Dennis C.

Collective Negotiations and Teachers' Salaries: Some Evidence from Wisconsin. ED 117 823

Zupanec, Nancy

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ED 118 493

Zussman, John U.

Demographic Factors Influencing Parental Discipline Techniques. ED 117 583

Zweifel, LeRoy G.

Survey of Machine-Readable Bibliographic and Numerical Data Bases and Related Services in Wisconsin.

ED 118 100

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title number. Additional information about the document can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

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EA	_	Educational Management			Education
EC	_	Handicapped and Gifted Children	SO	_	Social Studies/Social Science Education
FL	_	Languages and Linguistics	SP	_	Teacher Education
HE	_	Higher Education	TM	_	Tests, Measurement, and Evaluation
IR	_	Information Resources	UD	_	Urban Education

Clearinghouse Number/ED Number Cross Reference Index

CE004402	ED117292	CE005972	ED117351	CE006054	ED117410
CE004405	ED117293	CE005973	ED117352	CE006055	ED117411
CE004406	ED117294	CE005974	ED117353	CE006056	ED117412
CE004407	ED117306	CE005975	ED117354	CE006057	ED117413
CE004408	EDI 17296 EDI 17296 EDI 17297 EDI 17298 EDI 17299 EDI 17300 EDI 17301 EDI 17303 EDI 17304 EDI 17304 EDI 17306 EDI 17306 EDI 17307 EDI 17307 EDI 17308 EDI 17310 EDI 17311 EDI 17311 EDI 17311	CE005976	ED117355	CE006058	ED117414
CE004409	ED117297	CE005977		CE006059	ED117415
CE004410	ED117297	CE005977	ED117357	CE006059	ED117416//
	ED117298 ED117299	CE005978			
CE004411	ED11/299		ED117358//	CE006061	ED117417//
CE004412	ED117300	CE005982	ED117359//	CE006062	ED117418//
CE004447	ED117301	CE005983	ED117360	CE006064	ED117419
CE004521	ED117302	CE005984	ED117361//	CE006065	ED117420
CE004550	ED117303	CE005985	ED117362//	CE006066	ED117421
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CE004658	ED117305	CE005987	ED117364	CE006069	ED117423
CE004706	ED117306	CE005988	ED117365	CE006070	ED117424
CE005041	ED117307	CE005989	ED117366	CE006072	ED117425
CE005042	ED117308	CE005990	ED117367	CE006073	ED117426
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CE005138	ED117310	CE006001	ED117369	CE006075	ED117428
CE005139	ED117311	CE006002	ED117370	CE006076	ED117429
CE005168	ED117312	CE006003	ED117371	CE006077	ED117430
CE005169	ED117313	CE006004	ED117372	CE006078	ED117431
CE005187	ED117314//	CE006005	ED117373	CE006079	ED117432
CE005441	ED117315	CE006006	ED117374	CE006080	ED117433
CE005459	ED LIES L	CE006007	ED117375	CE006081	ED117434
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CE005673	ED117319	CE006010	ED117377	CE006084	ED117437
CE005674	ED117319	CE006011	ED117379	CE006083	ED117438
	ED117320//	CE006011	ED117379	CE006087	ED117439
CE005676	EDI 17316 EDI 17317 EDI 17318 EDI 17319 EDI 17320// EDI 17322 EDI 17322 EDI 17323 EDI 17324 EDI 17325			CE006089	ED117440
CE005678	ED117322	CE006013	ED117381		
CE005679	ED117323	CE006016	ED117382	CE006091	ED117441
CE005680	ED117324 ED117325 ED117326// ED117327 ED117328 ED117339// ED117330 ED117331 ED117333// ED1173334// ED117335	CE006017	ED117383	CE006092	ED117442
CE005681	ED117325	CE006018	ED117384	CE006093	ED117443
CE005742	ED117326//	CE006019		CE006094	ED117444
CE005743	ED117327	CE006020	ED117386	CE006095	ED117445
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CE005746	ED117329//	CE006027	ED117388	CE006099	ED117447
CE005747	ED117330	CE006028	ED117389	CE006101	ED117448
CE005898	ED117331	CE006029	ED117390	CE006102	ED117449//
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CE005901	ED117333//	CE006032	ED117392	CE006104	ED117451
CE005903	ED117334//	CE006033	ED117393	CE006105	ED117452
CE005910	ED117335	CE006034	ED117394	CE006106	ED117453
CE005912	ED117336	CE006036	ED117395	CE006107	ED117454
CE005913	ED117337	CE006037	ED117396	CE006108	ED117455
CE005914	ED117338	CE006038	ED117397	CE006109	ED117456
CE005925	ED117339	CE006040	ED117398//	CE006110	ED117457
CE005934	ED117340	CE006041	ED117399	CE006111	ED117458
CE005950	ED117341	CE006041	ED117400	CE006112	ED117459
CE005954	ED117242	CE006043	ED117401	CE006114	ED117460
CE005964	ED117342	CE006045	ED117402	CE006115	ED117461
CE005965	ED117343	CE006046	ED117403	CE006116	ED117462
	ED117344		ED117403	CE006118	ED117463
CE005966	ED117345	CE006048	ED117404	CE006118	ED117464
CE005967	ED117346	CE006049	ED117405		
CE005968	ED117347//	CE006050	ED117406	CE006120	ED117465
CE005969	ED117348//	CE006051	ED117407	CE006121	ED117466
	ED117349//		ED11/408		ED117467
CE005971	ED117350//	CE006053	ED117409	CE006123	ED117468
CE005970 CE005971	EDI 17343 EDI 17344 EDI 17345 EDI 17346 EDI 17347// EDI 17348// EDI 17350//	CE006052 CE006053	ED117402 ED117403 ED117404 ED117405 ED117406 ED117407 ED117408 ED117409	CE006122 CE006123	

350 Clearinghouse Number/ED Number Cross Reference	350	Clearinghouse	Number/ED	Number	Cross	Reference	Index
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CE006124	ED117469	CE006284	ED117567	CE002276	ED117662
CE006125	ED117470			CS002376	ED117663
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CE006128		CE006288		CC002373	
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CE006166	ED117495	CG010293	ED117592	CS002403	ED117689
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CE006264	ED117555	CS002363	ED117651//	CS202504	ED117749
CE006268	ED117556	CS002365	ED117652		
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CE006271	ED117558	CS002367	ED117654	CS202507	ED117752
CE006273	ED117559	CS002368	ED117655	CS202508	ED117753
CE006274	ED117560	CS002369	ED117656	CS202519	ED117754//
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CE006277	ED1 17563	CS002372	ED117659//	CS202524	ED117757//
CE006281	ED117564	CS002373		CS500662	ED117758
CE006282				C3500002	ED11//38
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CE006282	ED117565		ED117661	CS501206 CS501207	

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EA007933 EA007934 EA007935	ED117856	

E 4 007027	ED117858		FL007276	FD117064
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EC081048	ED117871		FL007407	ED117968
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EC081292	ED117902//		HE006944	ED117999
EC081293	ED117904//		HE006946	ED118000
EC081294	ED117905		HE006948	ED118001
EC081295	ED117906		HE006988	ED118002
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352

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IR002659	ED118054//	IR003063	ED118152	PS008329	ED118248
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IR002906	ED118060//	IR003079	ED118158	PS008343	ED118254
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IR002986	ED118085	JC760108	ED118182		
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		JC760110	ED118184	RC006188	ED118280
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IR002992	ED118091	JC760114	ED118188	RC006626	ED118284
IR002993	ED118092	JC760115	ED118189	RC006627	
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IR002995	ED118004		ED118190	RC006738	ED118286
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IR002996	ED118095//	JC760118	ED118192	RC008827	ED118288
IR002997	ED118096	JC760119	ED118193	RC008926	ED118289
IR002998	ED118097	JC760120	ED118194	RC008949	ED118290//
IR002999	ED118098	JC760121	ED118195	RC008956	ED118291
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IR003004	ED118103//	JC760127	ED118200	RC008969	ED118296
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IR003027	ED118122	PS008201	ED118218	RC008990	ED118315//
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IR003031	ED118126	PS008252	Eh119222	RC008993	ED118318
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	ED118127	PS008269	ED 118223	RC008995	ED118320
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IR003040		PS008299	ED118231	RC009003	ED118328
IR003041	ED118136	PS008301	ED118232	RC009004	ED118329//
IR003042	ED118137//	PS008302	ED118233	RC009005	ED118330
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IR003046	ED118141	PS008309	ED118237	RC009009	
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		PS008311	ED118239	RC009012	ED118336
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SE020287 ED118438

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SE017694	ED118351//	SE020304	ED118449	SP009833	ED118545
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RC009018 ED118341

354 Clearinghouse Number/ED Number Cross Reference Index

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TM005124	ED118632	UD015615	ED118661
TM005125	ED118633	UD015633	ED118662
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TM005127	ED118635	UD015642	ED118664
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UD015405	ED118658//	UD015726	ED118688
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NEW THESAURUS TERMS

The following terms have been added to the ERIC System since the publication of the sixth edition of the Thesaurus of ERIC Descriptors (April & May 1976)

DEGOD	DTODO
LIEST R	IPTORS.

ADVENTITIOUSLY HANDICAPPED

Sep 1975

Sep 1975

Handicapped as a result of illness or injury during the developmental or adult periods.

AFFIRMATIVE ACTION

Nov 1975 Positive action taken to overcome underrepresentation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population.

ALASKA NATIVES

Mar 1976 Peoples indigenous to Alaska (Alaska's American Indians, Aleuts, and Eskimos).

ATHAPASCAN LANGUAGES

Athabascan Languages

Birth Defects

USE ANOMALIES

CAREER EXPLORATION Sep 1975

Investigating occupational interest areas often through real or simulated job experience-frequently refers to the second phase of career education appropriate for grades 6 through 10.

CONGENITALLY HANDICAPPED Sep 1975

Handicapped at birth.

CONSUMER PROTECTION Dec 1975

Methods of processes intended to prevent the sale of unsafe or deceptively presented goods or services, or to assist the consumer to make informed decisions regarding purchase of goods or services.

CONTINUING EDUCATION UNITS

Feb 1976

Uniform units of measurement reflecting participation (one unit equals ten contact hours) in organized continuing (noncredit) education programs under responsible sponsorship, capable direction, and qualified instruction-designed to provide a national standard for recognition of adult participation in postdegree and non-degree education proorams.

HE CEU DISCOGRAPHIES

Feb 1976

Organized lists of phonograph records. SN UF Phonograph Record Lists

DIVORCE Feb 1976

The legal dissolution of a marriage.

DOCTOR OF ARTS DEGREES Mar 1976

Degree emphasizing broad subject-matter competence and teaching skills and designed for students entering careers as college teachers.

DOMINICANS Sep 1975

Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

Equity (Impartiality)

USE JUSTICE

ESKIMO ALEUT LANGUAGES Sep 1975

Aleut

Exemplary Programs

USE DEMONSTRATION PROGRAMS

Exemplary Projects

USE DEMONSTRATION PROJECTS

FIELD HOCKEY Dec 1975

FOOTBALL Dec 1975

HAWAIIANS Mar 1976

Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.

HYPERTENSION Nev 1975

High Blood Pressure

ILLEGAL IMMIGRANTS Mar 1976

Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.

Alien Illegality Illegal Aliens

Immigrant Illegality

INDOCHINESE Mar 1976

Cambodian Americans Laotian Americans Vietnamese Americans INSTRUCTIONAL STUDENT COSTS

Dec 1975

Feb 1976

Costs incurred by students for formal instruction-includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.

JOB ENRICHMENT

Reshaping of work and work flow to produce more meaningful job content.

Work Enrichment

LABELING (OF PERSONS) Sep 1975

Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

LANGUAGE ATTITUDES Mar 1976

Reactions, beliefs, or values about language and language use.

LANGUAGE OF INSTRUCTION Mar 1976

Language in which curriculum subjects are presented.

Instructional Language Medium of Instruction (Language) Teaching Language

LIBRARY ADMINISTRATION p 1975

Library Management

LIFETIME SPORTS Dec 1975

Sports where participation can be carried on throughout one's lifetimegenerally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.

Mainstreaming

USE REGULAR CLASS PLACEMENT

NEEDS ASSESSMENT

Evaluative process of determining needs and deciding on priorities among them.

NONINSTRUCTIONAL STUDENT COSTS Dec 1975

Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education-includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.

ORAL HISTORY Feb 1976
SN History via recordings and transcripts of speech.

PARAPROFESSIONAL PERSONNEL

Feb 1976

SN Persons engaged to work with professionals in secondary or supplementary capacities.

PERINATAL INFLUENCES Sep 1975
SN Factors occurring at the time of birth
and affecting the physical or mental
development of an individual.

Mar 1976

Sep 1975

Prosodic Features (Speech)
USE SUPRASEGMENTALS

PORTUGUESE AMERICANS

RAPE UF Statutory Rape Readings (Collections)
USE ANTHOLOGIES

Resegregated Schools
USE SCHOOL SEGREGATION

SAMOAN AMERICANS Mar 1976
SN Asian Americans of Polynesian or partPolynesian ancestry indigenous to the
Samoan Islands.
UF American Samoans

School Resegregation
USE SCHOOL SEGREGATION

SOCCER

SOCIAL SCIENCE RESEARCH Sep 1975
SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

STUDENT FINANCIAL AID
UF Student Aid

STUDENT RECRUITMENT Feb 1976
SN Activity designed to encourage students or potential students to enroll in a particular program, course, or class, or at a particular institution.

Dec 1975

Mar 1976

Dec 1975

SOFTBALL

STRESS (PHONOLOGY)

TRACK AND FIELD

Dec 1975

VOLLEYBALL Dec 1975

WELSH Sep 1975

SN The Celtic language of Wales.

WIDOWED Nov 1975 SN Widows and widowers.

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